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ABSTRACT

The project described achieved two major objectives--the development of a model of a system for recognition of individual participation in professional continuing education by library/media/information personnel, and the development and demonstration of a prototype home study program to show that this learning mode can meet criteria for quality and that geographical location is no longer a barrier to learning. Opinions, comments, and suggestions on the issue of recognition were secured from more than 1,000 persons through interviews, group discussions, and correspondence. The model system suggested for consideration by the profession is based on this data and on information gathered from the literature and communication with leaders of recognition systems in other professions. Guidelines for the development of home study programs, formulated on the basis of a survey of the literature and interviews with home study professionals, were used in the development and pre-testing by 65 practitioners of a home study course entitled "Motivation: A Vital Force in the Organization." This report discusses procedures and methodology, a review of the literature, conclusions and recommendations, and the proposed model, together with suggestions for its implementation. Data collection instruments, documentation, and supplementary tables displaying field data and respondent characteristics are appended. (Author/MBR)

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Final Report

Project No. 475H60125 B
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DEVELOPMENT OF A CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY AND INFORMATION SCIENCE INCLUDING PROVISION FOR NONTRADITIONAL STUDIES
AND
DEVELOPMENT OF A PROTOTYPE HOME STUDY PROGRAM

Volume I of Two Volumes

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Office of Libraries and Learning Resources

AUTHOR'S ABSTRACT

Title of Project: MODEL CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY AND INFORMATION SCIENCE INCLUDING PROVISION FOR NONTRADITIONAL STUDIES AND DEVELOPMENT OF A PROTOTYPE FOR HOME STUDY PROGRAMS

The two objectives of the Project, both of which have been achieved, were:

1. Development of a model and prepare a plan for presentation to the profession of a system for recognition and measurement of individual participation in continuing education activities, including nontraditional studies;
2. Development and demonstration of a prototype home study program to show that: a) this learning mode can meet criteria for quality and warrant its inclusion in a continuing education recognition system; and b) geographical location is no longer a barrier to learning.

More than 1,000 persons became involved in giving opinions, comments, and suggestions about the issue of recognition for continuing education by means of interviews, group discussions, and correspondence. From this data and from information gathered from the literature and communication with leaders of recognition systems in other professions, the recommendation is made that a voluntary recognition system for library/information/media personnel participating in continuing education should be developed and implemented. A model system is suggested for consideration by the profession along with suggestions for implementation.

Based on a survey of the literature and interviews with home study professionals, guidelines for the development of home study programs were formulated. These were used in the development and pre-testing by 65 practitioners of a home study course entitled: "Motivation: A Vital Force in the Organization."

PREFACE

In this Preface we wish to acknowledge the assistance of all those people who made it possible to carry out to a successful conclusion the two objectives of this Project--a model recognition system for participants in continuing education efforts and a prototype home study program.

Our first and greatest debt is to all those practitioners in the field who gave so generously of their time in the various phases of this study--to those who led discussion groups, to those who talked with us in an interview format, to those who took the initiative to correspond with us, to those who invited us to their meetings to discuss the objectives of the Project, to those who "took" the home study course in the individual or group mode and sent us their evaluative comments, to the faculty evaluators and reviewers of the home study course, to the home study group leaders, and to the producers of the video tape of the home study course. We thank all of you for your kind indulgence and cooperation. Your ideas and suggestions and critiques are, indeed, the basis for all that this report has to say.

Our two Advisory Boards--one for the total Project and one which concentrated their expertise on the home study program development--deserve our special thanks for their continuing and patient understanding and guidance throughout the project. The Advisory Board Members for the total project were: Gary Purcell, Ph.D., Director, Graduate School of Library and Information Science, University of Tennessee, Knoxville, Tennessee, (Chair); Patricia Broderick, Director, Bureau of Library Development, State Library of Pennsylvania, Harrisburg, Pennsylvania; Shirley Echelman, Assistant Vice-President/Chief Librarian, Chemical Bank, New York, New York; Jane Flener, Ph.D., Associate Director for Public Services, Graduate Library, University of Michigan, Ann Arbor, Michigan; Howard Hitchens, Ph.D., Executive Director, Association for Educational Communications and Technology, Washington, D.C.; and ex-officio members: Ruth Patrick, Ph.D., Continuing Education Consultant and 1976/1977 President of CLENE, West Bloomfield, Michigan; and Alphonse F. Trezza, Executive Director, National Commission on Libraries and Information Science, Washington, D.C.

The Home Study Program Advisory Board consisted of: Robert Cavalier, Ph. D., Professor of Psychology, Elmira College, Elmira, New York; Nelson Hoy, Director, Technology Information Exchange, Public Technology, Inc., Washington, D.C.; Eleanor Montague, Library Director, University of California, Riverside, California; Joseph Tucker, Ph.D., Coordinator, Educational Technology Center, The Catholic University of America, Washington, D.C.; and ex-officio members: Michael Lambert, Assistant Director, National Home Study Council, Washington, D.C.; and Gary Purcell, Ph.D., Director, Graduate School of Library and Information Science, University of Tennessee, Knoxville, Tennessee.

We are particularly indebted to two consultants who gave assistance throughout the Project: Barbara Conroy, educational consultant, and Dhirendra Ghosh, statistician.

Also, we wish to thank those leaders in continuing professional education and in home study outside the field of library/information/media continuing education who gave generously of their time in interviews and through correspondence. They brought an objective view to the study and gave us valuable direction in collecting literature and even supplied a large amount of it.

And finally we owe our thanks to the authors of the home study course, Fred Peterson, Ph.D., and Mary Chobot, without whose creative efforts the demonstration of a home study course meeting criteria of quality would not have been possible.

Elizabeth W. Stone
Eileen Sheahan
Katherine J. Harig

Washington, D.C.
October, 1977

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[1] CLIME=Continuing Library/Information/Media Education

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EXECUTIVE SUMMARY

DEVELOPMENT OF A CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY AND INFORMATION SCIENCE INCLUDING PROVISION FOR NONTRADITIONAL STUDIES AND DEVELOPMENT OF A PROTOTYPE HOME STUDY PROGRAM

I. Description of the Problem

> "In my estimation, the greatest threat to civilization in the next century is not going to be war or pollution or disease. It's going to be the impending obsolescence of man, and particularly in the professional segments of society."
>
> --Malcolm Knowles

This quotation by one of the Nation's leading adult educators, appears at the beginning and ending of the report of the Project to symbolize the urgency that is demanded on the part of all professions to make a heavy commitment to continuing education, in order to deliver quality service to the public.

Society has come to believe that life-long learning is a right of the individual and an obligation of the professional practitioner. Concommitantly, the necessity for library, information and media personnel to update and expand their knowledge and skills throughout their careers is unquestioned and essential if more efficient use is to be made of our resources and if the comprehensive information needs of citizens are to be fulfilled. The library/media/information science professions share with other professions and society-at-large some of the reasons that make it necessary to consider the inauguration of a profession-wide system of recognition for participation in continuing education including nontraditional learning modes and home study.

Today there are many efforts being put forth in the area of continuing education, but individuals and institutions cannot document their accountability or the quality of the learning experiences as the situation now exists. A recognition system would provide a visible means of accountability; would contribute to improved quality of programs; and through the development of new formats such as home-based study, would make it possible for practitioners to gain recognition for their continuing education efforts even if it were not possible for them, because of restrictions of geography and time, to attend formal classes.

Along with the need for a recognition system for continuing education opportunities, there has developed a demand for forms of quality education that will take learning opportunities to the individual and groups rather than bring the individual and groups to the education experience. One such form is home-based study programming.

Any restriction on opportunities to learn is the greatest restriction that exists on man's freedom. Today, learning need not be limited to formal schooling. With the advent of new technology and new understandings of the psychology of adult learning, it is possible for the first time in history to make life-long learning a reality by taking planned, directed, systematic education programs to the consumer. Indeed, today it is possible for the first time in history to actually achieve equality of education opportunity. Without the use of home-based study programs and programs that can be sent to small groups wherever they may be, equality of educational opportunity is an unrealizable utopia. Today it is possible to provide continuing education opportunities that learners can pursue at their own time, place, and pace. Geographical location need no longer be a barrier to learning.

II. Objectives and Scope of the Study

A. Setting for the study

1. Related issues

The issue of recognition for continuing education of library/information/media personnel has largely been bypassed until now in the profession. Now is the time to ask and discover if the issue of a voluntary recognition system is a viable and beneficial one on which to spend time, energy, and money. If so, steps should be taken to move ahead; if not, then consciously, and for good reason, the profession should say, "No."

It is a particularly timely issue for a number of reasons:

- The ability to cope successfully with the rapid change in our technology based economy does not make it possible to stop learning.
- Increased awareness throughout the profession and the nation that continuing education is important for the development of quality services.
- Need for improved competency in serving the public.
- Need to demonstrate accountability to society for the role that has been assigned to the profession.

- Research shows that quality continuing education can be outside the usual assumptions of time (academic semester); place (on campus); and typical student (the young). It can be achieved at the individual's own pace; in many locations; at all ages.
- Availablity of sound nontraditional alternative education routes to learning, as demonstrated in the home study phase of this project.
- Upsurge in demand for continuing education opportunities that meet specified criteria of quality.
- Examples of what other professions have accomplished through their recognition systems for continuing education.
- Examples of what has been happening to other professions in the area of credentialling when there is no strong viable schema for continuing education of their members.
- The proposed new standards for public libraries call for library/information/media personnel to assume new and dynamic roles in the areas of active information dissemination, evaluation mediation of information, and coordination of community information which will require a greater commitment to continuing education than has been necessary in the past.
- Commitment of public policy toward professional continuing education.
- For the first time in the history of the United States there are more part-time post-secondary students than there are full-time students.

2. The current situation

In spite of the many examples of successful continuing education programs, the continuing education effort in the library and information science profession is characterized by fragmentation, lack of coordination, inequities of access, and lack of a system for documenting efforts expended by practitioners in continuing education.

In brief, the present situation can be summarized as follows:

- Some continuing education programs exist which can serve broader audiences than the ones for which they were originally designed.
- All library/information/media personnel do not have equal opportunity to continue their education, so that they can become life-long students, because of geographical barriers which could be overcome by new and innovative programs, but have not been to date.
- There is a need to provide quality control and information about existing programs and programs to be developed.
- Support for providing continuing education opportunities can be more equitably distributed.

- There is a need for administrators to accept responsibility for providing support and opportunities for the continuing education of their staffs, for employing organizations to recognize these efforts, and for the profession to acknowledge those who continuously update their knowledge, skills, and concepts.
- There is need to provide both individuals and institutions with a means of assessing their continuing education efforts and a way of demonstrating and documenting their accountability relative to society's needs.

B. Objectives

This research and demonstration project had two inter-related objectives, which respond to specific, identified problems in continuing library/information/media education (CLIME). They were:

1. Develop a model and prepare a plan for presentation to the profession of a system for recognition and measurement of individual participation in continuing education activities, including nontraditional formats; and
2. Develop a prototype home study program to demonstrate that: a) this learning mode can meet quality criteria and warrant its inclusion in a continuing education recognition system; and b) geographical location should no longer be a barrier to learning.

C. Scope of the study

1. Definitions

Continuing education is interpreted by the occupational groups studied as education of the individual beyond basic preparation for the occupation yet related to the occupation. It includes formal and informal, traditional and nontraditional, learning situations.

Increasingly during recent years, occupational groups have emphasized the need for continuing education by their practitioners as a way to meet society's demands for high-quality service and have developed recognition systems that give encouragement, support, and acknowledgment to those who participate regularly in continuing education activities. These systems provide a method of measurement for participation and include criteria of quality for providers of continuing education activities.

Many of the recognition systems provide for incorporation of the Continuing Education Unit (CEU), which was developed to serve as a uniform unit of measurement to assist in the "accumulation" and "exchange" of standardized information about participation in noncredit continuing education. A CEU is officially defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Formal education is defined as a coherent set of learning activities, leading to a commonly agreed upon goal or objective, whether for academic credit or not. This definition excludes extremely short exposures, one-shot seminars or conferences, and unstructured learning situations.

Nontraditional programs, learning experiences, or methods of instruction are ambiguous terms. They are generally viewed as nearly all programs, experiences, or methods of instruction which are different from the typical campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction as nontraditional, while knowing quite well that many instructional elements which fit this definition are of ancient origin.

The nontraditional form of learning with which this study is chiefly concerned is home study. Home study is defined as enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order to study by a learner on his/her own. When each lesson is completed the learner mails the assigned work to the school for correction, grading, comment and subject matter guidance by qualified faculty. Corrected assignments are returned to the learner. This two-way communication provides the personalized learner-facilitator relationship. In modern home study, written material still dominates, but other media are being added at an increasing degree.

2. Excluded areas of inquiry

This study does not deal with certification or licensure requirements. Many occupations which have certification or licensure requirements also have voluntary recognition systems that are not related to certification or licensure. This is based on the belief that every practitioner should continue his/her education on a lifelong basis above and beyond any specific minimum requirements necessary for certification or licensure, and that the occupational association has responsibility for providing some system for recognition, support, and encouragement for those who participate regularly in continuing education activities.

III. Methodology

A. Relative to the development of model recognition system

To accomplish the objective of developing a Model Recognition System the Project Staff used several methods to collect data. Eighty-two discussion groups were the primary sources for determining the dimensions of interests in and need for a recognition program. In addition, eighty-two interviewees were selected from types of libraries and geographical areas that were not fully represented by the discussion groups. A third activity used to collect ideas was the distribution of a draft copy of a model recognition system to which 37 practitioners from 21 states and Canada wrote comments.

In addition, the Project Staff: 1) wrote to 80 occupational groups asking for information on the manner in which continuing education is recognized; 2) visited association offices of several other occupational groups to examine their recognition systems in operation; 3) studied available literature on recognition for continuing education; 4) made presentations and held informal discussions with groups of library/information/media practitioners concerned about the issue of recognition. More than 1,000 persons became involved during the study in giving the Project Staff their opinions, comments, and suggestions. While pursuing these activities, the members of the Project Staff were advised and assisted by an Advisory Board representing a cross-section of groups interested in continuing education.

The Study contains many quotations from practitioners in the field relative to the issue of a voluntary recognition system. The Project Staff believed it was important to report these reactions because the issue of recognition has not received much attention until this time. Hopefully, these comments by participants will lead to informed debate from stimulating individual readers to see the many complex facets of this issue.

B. Relative to the development of the prototype home study course

Based on a survey of the literature and interviews with home study professionals, guidelines for the design of home study courses were developed. These were followed in the development of the prototype course. The course as developed was then pre-tested on a group of 65 library/information/media personnel who volunteered from 23 states. There were three locations in which home study was combined with a group study mode.

Throughout the developmental and pre-test phase, there were ongoing mechanisms to monitor the content, quality, and procedures of the course. Before the modules were mailed to the participants (students) revisions had been made in the original text based on comments received from the Advisory Board and reviewers and faculty evaluators; after the return of the evaluations from the students, and study group leaders, further revisions were made before the text was ready for presentation in final form in Volume Two of this report

In like manner the guidelines for authors, reviewers, participants and study groups of home study courses and the guidelines for office procedures were reviewed by the Advisory Board, reviewers, authors, faculty evaluators, and participants before presentation in Volume Two.

IV. Significant Associated Data

A. Need for research on Home Study Mode of learning

In addition to the development of the prototype home study course and the six guidelines for those developing home study programs, certain conclusions were reached by the Project Staff relative to home study.

1. Home study as a method of learning has been largely ignored by the traditional academic community, therefore there has been little written about the specifics of the educational methodology necessary to produce quality programs.
2. There is need for a home study course in how to teach by the home study method.
3. There is also need for some place in the country for a formalized continuing education program where home study educators could pursue the systematic study of instruction by the home study method.
4. No single mode of delivery is attractive or appropriate for all potential learners. There is divergence of opinion among students learning by any given mode. The point is, therefore, that a comprehensive recognition system for continuing education should offer a diverse array of means and media for adult learners.
5. In order for home study and other nontraditional methods of learning to have a firm and respected place in continuing education recognition systems of the various occupations, there needs to be a concerted effort to carry out research in these methodologies.
6. There is need for a research center in the United States as there now exists in Germany, England, and other countries, which would study the problems pertinent to home study instruction and to the development of a theory of independent learning relative to distance studies of all types, including home study.
7. A research center would be strengthened substantially if it developed concurrently a Distance Study Information Center which would facilitate access to research findings and provide wide and immediate dissemination of pertinent studies, thus ensuring that research would be applied to the design and conduct of programs.
8. Meeting the educational needs of the nontraditional and autonomous learner through home study and other nontraditional learning methodologies should be a cooperative effort by all relative institutions, occupational associations, and organizations in order to reach the objectives of equality of opportunity for quality continuing education for all residents of the United States.

B. Characteristics of participants in pre-test of prototype home study course

In Appendix D of the Study an analysis is made of some of the characteristics of the sixty-five individuals who comprised those in the pre-test of the prototype home study course. The sample was made up of those who read or heard about the development of a prototype home study and requested permission to be one of those in the pre-test group.

It must be noted that the nature and form of the data collected reflect the objective of the study which was to develop processes and procedures that could be helpful to those developing home study programs. Sixty-five people reacting to modules and exercises and readings were considered to be an adequate number for testing the processes. Obviously sixty-five is not an adequate number to reach wide sweeping conclusions about the characteristics generally of those who choose to participate in home study programs. Therefore, the data presented about those in the pre-test represent only a frequency tabulation of the characteristics of those sixty-five people.

The Project Staff thought the reader might be interested in this data, however, as it gives a glimpse of possible characteristics of future clients for home study courses. The responses that are presented represent reactions to, and interest in, home study in general, not just to the specific prototype course in the project.

V. Findings and Conclusions

The many specific findings and conclusions on segments of a possible continuing education recognition system that will be useful to those responsible for developing and implementing a recognition system are not reported in this summary. The conclusions are derived from the information and tabulated data discovered during the data collection phase of the project. Conclusions are also drawn from related events and trends in recognition systems in other professions. A great many quotations from practitioners in the field are presented in the text of the report relative to the issue of a voluntary recognition system. The Project Staff believed it was important to record these reactions because the issue of recognition has not been faced by the profession until now.

VI. Recommendations

- A voluntary recognition system for library/information/media personnel participating in continuing education should be developed and implementated.

  This first recommendation is the major recommendation of the study. It is based on the relevance of the perceived goals and objectives as they relate to improved service to the public and to the potential benefits offered to the profession as a whole as well as to the individual practitioner, plus what has been learned from other professions as a result of their development and implementation of recognition systems for continuing education.

  The rest of the recommendations really represent sub-issues involved in the design of a recognition system, they are:

  - A recognition system should make equality of opportunity for continuing education a reality by including nontraditional learning experiences.
  - Meaningful criteria for quality control are necessary for including nontraditional experiences in a recognition system.
  - Application for participation in a recognition system should be voluntary.
  - Any system developed should include learning experiences which are available to paraprofessionals, trustees, and others working "in and with" libraries.
  - The Continuing Library Education Network and Exchange (CLENE) should take a leading role in developing a recognition system to present to the profession.
  - The recognition system should have built by it means of quality control of continuing education activities accepted into the system.
  - The term "award" should not be used in acknowledging the continuing education efforts of library/information/media personnel. Practitioners indicated that they are interested in receiving recognition, but they react negatively to "award."
  - To meet the expressed needs in the field, two forms of tangible recognition should be available to participants: 1) availability on call of transcripts of their efforts in continuing education; and 2) a statement showing a certain quantitative measure of effort expended.

- There should not be different requirements for different levels of staff. Recognition is for those who earn it by participating in education endeavors.
- A central record keeping facility for all types of continuing education endeavors should be included in the system.
- The common denominator for measurement of effort should be the "contact hour" which equals a minimum of 50 minutes in length.
- The recognition system should require 120 contact hours over a three year period, or an average of 40 hours per year.
- The system should make provision for the inclusion of academic credit hours, the use of the CEU, and some type of formula or policy which would permit the use of planned and guided independent study.

The recommendations which seem justified based on findings of this study and the conclusions that came from correlating these findings with information from other professional groups have been translated into a model for a voluntary recognition system for consideration by the profession. The basic components of the model are outlined in the next section.

VII. Basic Components of the Proposed Model for Voluntary Continuing Education Recognition System for Library/Information/Media Personnel

There are many details of the model which will not be reported in this summary of components. Inasmuch as the model as presented in the report is viewed as a document for review and modification, a column for "Comments" is provided on each page of the text of the model presentation. The Project Staff has also used this column to call attention to alternative ideas or explanations that seem warranted for better understanding of the proposed system and to call attention to those items on which there were significant differences of opinion expressed by the participants in the study.

A. Introduction

Since a lifetime of learning is an obligation of all those who work in and with libraries in carrying out their major assigned role in society to identify, select, organize, retrieve, disseminate, and make totally accessible to all the record of human thought, the program is designed in such a way that all library/information/media personnel at all levels of responsibility may participate. Continuing education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one.[1]

B. The profession's purpose in recognizing continuing education

Broadly speaking the purposes of this voluntary program are to:

- Demonstrate the profession's desire to encourage, recognize, and support persons working in and with libraries/information/media centers who strive to advance their skills and knowledge, and thereby improve the quality of library service provided.
- Demonstrate publicly the profession's willingness and ability to maintain the competence of its members and thereby improve the quality of services provided.
- Provide incentive for the formation and maintenance of criteria and standards for maintaining quality control of continuing education offerings in the field.
- Assist the profession in planning to meet identified needs in continuing education offerings.
- Provide an orderly vehicle to record continuing education activities and learning experiences of practitioners.
- Increase the awareness on the part of library administrators that they "must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for continuing education of their staffs."[2]

C. Benefits to practitioners

Regular participation in continuing education activities enables the practitioners to:

- Keep up with the new knowledge required to perform their roles in the profession responsibily.

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[1] American Library Association. "Library Education and Personnel Utilization: A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970." (Chicago, Illinois: American Library Association, 1970), p. 8.

[2] Ibid.

- Log their continuing education activities in an organized manner.
- Build on basic education by mastering new concepts in a constantly changing profession.
- Keep up with changes in relevant basic disciplines.
- Prepare for changes in a personal career line.
- Retain the power to learn and grow professionally.
- Retain a freshness of outlook and excitement about the role of the profession in society.
- Discharge effectively the social role imposed by membership in the profession.
- Document qualifications for advancement, promotions, sabbaticals, travel, released time, and possible salary increases.
- Gain in self esteem and in status in the eyes of peers.
- Engage in meaningful self-assessment activities.

D. Eligibility

Participation in the recognition system is voluntary. All persons who work in and with libraries/information/media centers, or library/information/media education programs may apply without regard to association membership of any kind. This includes administrators, clericals, educators, information specialists, librarians (with MLS), library technicians, managers, media specialists, operating librarians (without MLS), paraprofessionals, systems analysts, technical information specialists, trustees, volunteers.

Recognition is presented to practitioners who earn it by engaging in continuing education activities. It is not intended as a means of honoring long and faithful service, outstanding accomplishment in in the profession. As techniques of education and evaluation improve, emphasis will be placed on the improvement of services resulting from education as a basis for recognition instead of the amount of time devoted to continuing education. Practical methods to do this are not now available; therefore, for the present, recognition is measured by the amount of time devoted to continuing education activities.

E. Administrative procedures for acknowledgement of continuing education activities

There are three options or ways in which individuals may participate in the program:

1. An individual may use the system only to record his/her continuing education activities as they are completed in

a centralized data bank. In turn the individual may ask for data to be sent out from the system on his/her request only. Once a year an official transcript will be sent to the individual showing his/her complete record to date.

2. An individual may wish to use the system only to qualify for a Recognition Statement for Participation in Continuing Education Activities. In this case he/she would record the activities on forms provided by type of category of activity (as outlined in this document). Those meeting the requirements would receive formal acknowledgement. This recognition would not certify as to the individual's competencies, but rather to participation in learning activities.
3. An individual may wish to participate both in the centralized record keeping service and use the system to qualify for a Recognition Statement.

F. Programs that qualify for recognition: scope of content

Library/information/media personnel should have wide latitude in selecting subject matter appropriate to their needs which will be recognized within the intent of this program.

G. Categories for the recognition statement

The Categories for the Recognition Statement are:

	Category	Contact Hour Limit
1.	Education activities that are part of a planned program of continuing library/information/media education	No limit
2.	Special continuing education activities not part of a planned program	40
3.	Non-supervised individual continuing education activities	40
4.	Papers, publications, books, exhibits	40
5.	Library/information/media teaching	40
6.	Other meritorious learning activities	20
7.	Association activities	20
	TOTAL contact hours required for each three years	120

Note: Credit in all categories is on a contact hour basis except for Category 4.

A Contact Hour refers to the instructional hour that is normally a minimum of 50 minutes. Continuing Education Units (CEU's) are acceptable in the system and will be converted into contact hours. One CEU=10 Contact Hours. A chart showing the assignment of contact hours to types of activities is presented

Following this chart there are detailed descriptive notes about what can be included in each category.

H. Policies for CLIME (Continuing Library/Information/Media Education) program measurement

In this section are presented some samples of the type of policies that might be desirable to include in the document.

I. Assignment of contact hours to types of CLIME activities

This section consists of conversion charts (one for each of the 7 categories) which indicate the number of contact hours to be credited for each unit of measurement.

J. Criteria for CLIME planned program development

This section specifies the criteria that must be met if an activity is to qualify as "a planned program of continuing education."

K. Completing the application for the recognition statement

This section gives specifics on how to apply for a Recognition Statement.

L. Recommendation

The proposed recognition program is a beginning. It should be reviewed carefully for modifications that may be appropriate. Then we recommend that it be implemented.

VII. Suggestions for Implementation of a Voluntary Recognition System

A. Strategic issues for consideration in implementing a voluntary recognition system for continuing education

In order for implementation steps to be set in a realistic background, it is important to recognize that there are certain strategic issues, or problems, that need to be considered concurrently by those charged with implementation during the planning process. These issues are identified in the text of the report, and each is followed by discussion of major elements. These strategic and critical issues are:

1. Compatability
2. Cooperation and coordination of roles and functions
3. Criteria for quality of continuing education programs
4. Record keeping--the information system of recognition program
5. Provision of supporting services
6. Financial support system
7. Dissemination of information about the recognition system

In presenting Issue 2: Cooperation and coordination of roles and functions, a schematic of the proposed voluntary recognition system at three levels is presented for consideration. This conceptual outline of the proposed model follows on the next page.

B. Suggested Schedule of Activities for Implementation

The report relative to the recognition system next presents a suggested schedule of activities for implementation of the program. This is followed by an Addendum which the Project Staff believes of particular significance, so it is quoted in full.

C. Addendum

When the Continuing Library Education Network and Exchange (CLENE) Board of Directors met for the Fall meeting on October 6 and 7, 1977, they were provided with a copy of the sections of the Final Report of the Recognition and Home Study Project which dealt with findings relative to a voluntary recognition system for participation in continuing education activities, the conclusions and recommendations, and the suggested model to review.

The CLENE Board of Directors on October 7, 1977 took the following action:

SCHEMATIC OF VOLUNTARY RECOGNITION SYSTEM FOR CONTINUING EDUCATION OF LIBRARY/MEDIA/INFORMATION PERSONNEL

LEVEL 1

INDIVIDUAL PARTICIPANT

- Makes self-assessment of continuing education needs
- Participates in needs assessment surveys
- Participates in CLIME* activities at local, state, regional, national, or international level
- Sends record of CLIME activities to Level 3
- Includes record and recognition statements received in personal file
- Cites record in resume

LEVEL 2

COLLABORATION OF STATE LIBRARY AGENCIES, LIBRARY/INFORMATION/MEDIA EDUCATION PROGRAMS, ASSOCIATIONS, ORGANIZATIONS, INSTITUTIONS

- Assess needs at all levels
- Promote use of criteria for quality for planned continuing education programs/offerings
- Review or assist in review of continuing education programs/offerings in relation to criteria for quality
- Develop planned programs/offerings of continuing education that adhere to criteria for quality
- Publicly acknowledge individual recipients of continuing education recognition statement at meetings, in journals, through news releases, etc.
- Acknowledge publicly providers of CLIME who show evidence of adherence to criteria for quality
- Furnish consultation services to providers of CLIME
- Provide advising services to the learner population seeking CLIME opportunities
- Publicize local, state, and regional CLIME programs/offerings
- Carry on continuous evaluation of CLIME programs/offerings
- Liaison with Levels 1 and 3

LEVEL 3

NATIONAL COORDINATING AGENCY FOR VOLUNTARY RECOGNITION SYSTEM

- Administers voluntary recognition system for library/information/media personnel
- Develops and maintains a system of record keeping for continuing education
- Maintains a centralized data bank of continuing education records
- Recognizes the individual who has achieved the voluntary requirements of the recognition system
- Develops critiera for quality for planned continuing programs/offerings in cooperation with library educators, association leaders, state library agency personnel, and employers of library/information/media personnel, and learner population to be served
- Recognizes providers of CLIME programs/offerings who demonstrate evidence of adhering to criteria for quality
- Encourages individual participation in CLIME
- Provides support to individuals participating regularly in CLIME
- Makes long range plans in cooperation with state agencies, library schools, associations, employing libraries, learner population to be served
- Furnishes consultation to providers of CLIME
- Engages in or facilitates others to engage in surveys, research, evaluation, demonstration in fields of continuing education, such as needs assessment, self assessment, competency based learning, methods that facilitate learning for adults, non-traditional continuing education formats, etc.
- Publishes on a regular basis review of research, events, trends in continuing education throughout profession and in related disciplines and professions
- Publishes bibliographies to support those involved in CLIME
- Publishes annually comprehensive directory of continuing education opportunities
- Publishes monthly short listings of continuing education opportunities
- Liaison with Levels 1 and 2

*CLIME=Continuing Library/Information/
Media Education

> The Board of Directors of CLENE endorses the concept of a recognition system for continuing education at the national level. CLENE accepts a leadership role and moves to implement through the appointment of a working task force to assist in the development of techniques.

This action by the CLENE Board assures that this report and the suggested model will be widely distributed and that the issues raised in this project will be extended to a much wider audience than was originally envisioned.

VIII. The Prototype Home Study Course

The prototype home study course that was developed throughout the duration of the project is presented in Volume Two of the Report. As presented there, it includes all the revisions which were made throughout its formulation as a result of evaluations received from the Advisory Board for the Homes Study Course, the course reviewers, the faculty evaluators, the study team leaders, and finally, and most important, the 65 persons who went through the course in its pre-test phase. The content is outlined below.

A. Title:
Motivation: A Vital Force in the Organization: Prototype Home Based Study Course for Library/Media/Information Personnel

B. Titles of Modules:
- Guide to the Course
- Motivation in the Organizational Setting
- Individual Needs: Organizational Responses
- Integrating Individual and Organizational Goals
- The Manager's Role in Motivation: Leadership Styles
- Creating a Motivational Climate in the Organization

C. Components of each module:
- Learning objectives
- Narrative texts
- Self tests
- Exercises (mailed by participants to faculty evaluators for review)
- Readings (4 to 8 in full text at end of each module)
- Selected materials for further study
  --Films
  --Video cassettes
  --Audio tape cassettes
  --Transparencies
  --Sources of nonprint materials
  --Readings
- Evaluation sheet

IX. Guidelines for Relevant Groups Involved in Home Study Programs

Also included in Volume Two of the Report are the Home Study Guidelines formulated by the Project Staff. These were designed as aids for persons involved in the development and administration of Home Study Courses.

They are based on the experiences of the Project Staff in developing the prototype course presented in the report and on findings and conclusions derived from a review of the literature on the home study mode of learning and from information gathered from home study professionals active in the field of administration and development of home study materials.

The titles of the Guidelines are:

A. Introduction
B. Guidelines for Authors of Home Study Courses
C. Guidelines for Reviewers of Home Study Courses
D. Guidelines for Participants in Home Study Programs
E. Guidelines for Study Groups in Home Study Programs
F. Guidelines for Faculty Evaluators in Home Study Programs
G. Guidelines for Office Procedures for Home Study Programs

X. Summing Up

The development of a recognition system for those who work "in and with" libraries, information, and media centers that participate in continuing education and the development of nontraditional learning modes, such as home study, certainly do not provide the total answer to the problem of obsolescence in the profession. We feel, however, on the basis of this study, that recognition would stimulate more participation in continuing education by practitioners, and that it contains enough benefits over the present status of continuing education in the profession to warrant the time, energy, and money involved in establishing such a system. Furthermore, recognition, by stimulating participation, also means that recognized (and thus quality) traditional and nontraditional programs will steadily become better.

It should be emphasized that the recognition proposed here, both for the individual practitioner and for the provider of continuing education, is a voluntary one based on the belief that compulsory education is not as effective as voluntary participation. Further, we advocate the position, based on reaction from the field, that preventative measures should be instituted to forstall it becoming mandatory.

The purpose of the proposed voluntary program is to provide recognition for the thousands of library/information/media personnel who regularly participate in continuing education. It will encourage practitioners to prevent obsolescence by keeping up-to-date and improving their knowledge and skills by continuing education. To the public, it will strengthen the position of those who work in libraries, information and media centers as leaders in this information age by focusing attention upon their concern in maintaining job competence. And, most important of all, it will be a major factor toward providing optimum library and information services for every resident in the United States.

CHAPTER I

INTRODUCTION AND BACKGROUND

OBJECTIVES

Society has come to believe that life-long learning is a right of the individual and an obligation of the professional practitioner. Concommitantly, the necessity for library, information and media personnel to update and expand their knowledge and skills throughout their careers is unquestioned and essential if more efficient use is to be made of our resources and if the comprehensive information needs of citizens are to be fulfilled. The library/media/information science professions share with other professions and society-at-large some of the reasons that make it necessary to inaugurate a profession-wide system of recognition for participation in non-traditional educational activities, including home study programs.

This research and demonstration project had two inter-related objectives, which respond to specific, identified problems in continuing library/media/information education. They are:

1. In cooperation with the association, institutional, state agency, and individual members of the Continuing Library Education Network and Exchange (CLENE), prepare a plan for presentation to the library/media/information professions of a system for recognition of individual participation in continuing education activities, including non-traditional forms. This recognizes the fact that knowledge and skills are acquired in various settings and that people learn in different ways and at different times.

2. Develop and demonstrate a prototype home study program which can demonstrate that geographical location is no longer a barrier to learning. It will be made available to all interested practitioners, with accompanying guidelines and criteria that will qualify this type of program for acceptability in a professionwide recognition system

and will be the means by which the experimental program can be extended and advanced.

This will improve the accessibility of continuing library/information/media programs by developing prototypes of formats which have no geographical barriers, which make use of new media, and which will be of a quality to qualify them for inclusion in any recognition system that may be developed.

These problems were identified in the National Commission on Libraries and Information Science (NCLIS) Report entitled Continuing Library and Information Science Education[1] as ones demanding priority attention by the profession.

EXPRESSED NEEDS FOR THE STUDY

RECOGNITION SYSTEM AS A COMPONENT OF A CONTINUING EDUCATION PROGRAM

As a resource and service facility for the profession, one of CLENE's chief functions is to aid and encourage groups to meet high priority needs identified by the profession and to aid in the development of new formats for learning, such as home-based study programs. In conducting this study, CLENE carried out its mission of responding to identified needs. The needs addressed in this proposal were identified in the NCLIS report and further documented during the first six months of CLENE's existence, which concentrated on planning.

CLENE is cognizant of the many efforts being put forth in the area of continuing education, but individuals and institutions cannot document their accountability or the quality of the learning experiences as the situation now exists. A recognition system would provide a visible means of accountability; would contribute to improved quality of programs; and through the development of new formats such as home-based study, would make it possible for practitioners to gain recognition for their continuing education efforts even if it were not possible for them, because of restrictions of geography and time, to attend formal classes.

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[1] Elizabeth W. Stone, Ruth J. Patrick, and Barbara Conroy, Continuing Library and Information Science Education. Final Report to the National Commission on Libraries and Information Science (Washington, D.C.: Government Printing Office, 1974).

Associations and educational institutions in other professions, such as medicine[1], nursing[2], banking[3], management[4], engineering[5], and medical technology[6] have seen the need for development of some type of profession-wide acknowledgement system for continuing education and have systematically worked out an overall system coordinated to meet the needs of practitioners. Today, associations and institutions in library and information science are being pressured by their constituents to develop some sort of recognition system.

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[1] Physicians's Recognition Award. Chicago, Illinois: American Medical Association Department of Continuing Medical Education, 1976; James G. Appel. "Initial Remarks and Theme," in Proceedings of the National Conference of State Medical Associations Representatives on Continuing Medical Education, Palmer House, Chicago, Illinois: November 12-14, 1968, pp. 3-9.

[2] American Nurses' Association, Council on Continuing Education, "Landmark Statement from the Organizing Group for the American Nurses' Association Council on Continuing Education: The Continuing Education Unit." Journal of Continuing Education for Nursing, 4 (January-February, 1973), pp. 28-31; American Nurses' Association. "Standards for Continuing Education in Nursing," (Kansas City: ANA, 1974).

[3] Robert P. Cavalier, "Continuing Education in Professional Association: American Institute of Banking." Paper presented at a Mini-Workshop on Continuing Education sponsored by the Standing Committee of Continuing Library Education of the Association of American Library Schools during the Annual Meeting of the Association, Washington, D.C., (January 28, 1973). (Transcription of tape of the presentation).

[4] American Management Association. "The Continuing Education Unit." (New York: AMA, 1975).

[5] Jones, Charles E. "Report of the Committee on Recognition of Continuing Engineering Studies." In: 35th Annual Report for the Year Ending September 30, 1967 of the Engineers' Council for Professional Development. New York: Engineers' Council for Professional Development, 1967.

[6] Gregory C. Roach, "P.A.C.E." Cadence, 4 (November/December 1973), pp. 17-21.

In 1974 the Continuing Education for Library Staffs in the Southwest (CELS) issued a "Survey with Recommendations." One of the seven goals of this statement was: "To develop a rewards system, consistent with the national plan, recognizing the responsibility of the employing institution." In the description of the proposed continuing education model, Item #7 dealt with a reward system in these terms: "As indicated by this and other studies of continuing education, a reward system is an integral component in an effective continuing education program."[1] The survey spoke of the necessity of an appropriate reward system being devised and made operational.

As early as 1972, the Continuing Education Committee of the Association of American Library Schools, in a comprehensive position paper on continuing education, pointed out the need for the "development and use of some means of recognition and reward for those in continuing education programs" as a component for national planning for continuing library education.[2]

Another evidence of need for a recognition system is the fact that the Education of Public Librarians Committee of the Strategy for Public Library Change group of the Public Library Association, ALA, has, for over two years, been investigating recognition systems in other professions with a view to making recommendations on the basic components of such a system for public librarians.

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[1] Allie Beth Martin and Maryann Duggan, "Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations (Excerpt) (Dallas, Texas: SWLA Slice Office, 2730 Stemmons, Suite 10004, Tower West), pp. 3-4. (Printed 6 page statement).

[2] Association of American Library Schools. Committee on Continuing Education. "The Role of the Association of American Library Schools in Continuing Library Education." A Position Paper distributed at the 1972 annual meeting of the Association of American Library Schools Chicago, Illinois, January, 1972. In: Elizabeth W. Stone, Continuing Library Education as Viewed in Relation to Other Continuing Professional Educational Movements (Washington, D.C.: American Society for Information Science, 1974), p. 284.

Although there is a sparsity of literature on recognition systems in library and information science, there is a quantity of material available in other professions. A summary of examples of recognition plans in other professions, representing several different models, is presented in Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements.[1] One research study cited in that work is by Barrett, who found as a result of his investigations that a reward structure in terms of recognition and professional reputation is an important determinant of self-development efforts. He concluded: "If organization members do not perceive a link between their development activities and the organization's reward system, the probability of active efforts to update knowledge and skills is lessened."[2]

One of the most dramatic examples of the motivation provided by a recognition system is provided by the American Medical Association. At its Clinical Convention in December, 1968, the American Medical Association House of Delegates established the Physician's Recognition Award for participation in continuing education. The award was first offered during 1969, and over 16,000 physicians applied that year for the Award.[3] Over 15,000 physicians qualified for the 1973 Award. "Because the Award is valid for three years, and increasing numbers of physicians have qualified for it during each of the last three years, there are now 32,000 physicians in the United States who hold a valid Award."[4] In reporting to the National Conference of State Medical Association Representatives on Continuing Medical Education, on November 12, 1968, on the Recognition Award, Dr. James Z. Appel emphasized that the system had been developed out of a charge to investigate motivation as a way of increasing participation in continuing education activities. He states: "The Committee felt that, while it is not the total answer, if the American Medical Association were to recognize those physicians in some manner who participate regularly in continuing educational programs, it would be worth-while, and would stimulate more participation by physicians in these programs." [1]

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[1] Elizabeth W. Stone, Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements. (Washington, D.C.: American Society for Information Science, 1974), pp. 60-68.

[2] Gerald V. Barrett et al. "Combating Obsolescence Using Perceived Discrepancies in Job Expectations of Research Managers and Scientists." New York: Management Research Center, University of Rochester, July, 1970. [ED 047 250]

[3] Physician's Recognition Award, op. cit., p. 1.

[4] "Continuing Education Courses for Physicians for the Period from September 1, 1974 through August 31, 1975," Supplement to JAMA: The Journal of the American Medical Association, 229 (August 12, 1974), 883.

The staff of the American Medical Association's Department of Continuing Medical Education reported in August 1974 some of the reasons for the rapidly increasing number of physicians who are applying and qualifying for the Recognition Award. These included specialty medical associations requiring evidence of continuing education as a condition of membership, certification programs in states which required evidence of continuing education, permissive legislation in states that authorizes Boards of Medical Examiners to require evidence of continuing medical education as a part of the process of reregistering the license to practice, and the increasing value of the Award to individual physicians for many of their professional and administrative responsibilities. As listed, these include:

> Documenting physician participation in continuing medical education where it might be required for (a) maintaining staff privileges at a hospital, (b) maintaining faculty appointments or other teaching affiliations, (c) maintaining status as a consultant for third party payers, (d) verifying continuing medical education costs for tax purposes, (e) meeting continuing medical education stipulations for partnerships or group practices, and (f) meeting local or state medical association obligations.[2]

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[1] Appel, op. cit., p. 5.

[2] "Continuing Education Courses for Physicians for the Period from September 1, 1974 through August 31, 1975," op. cit., 883-884.

The effect that the Recognition Award had on motivation to participate in continuing medical education activities is cited in some detail because two studies in librarianship[1] have concluded that consideration of factors which tend to motivate individual practitioners to participate in continuing education is a prime determinate in the individual's decision to participate or not. That there needs to be an increase in the amount of participation seems to be testified to in all studies that are conducted. For example in the 1971 report, Job Dimensions and Education Needs in Librarianship, it was found that a majority (57 per cent) of the participants had not been motivated to participate in any form of course work (including workshops and short-term courses) since receiving their graduate degree in library science.[2]

On the basis of data collected for the Continuing Library and Information Science study sponsored by the National Commission, it was recommended that a task force be appointed by Continuing Library Network and Exchange (CLENE) to study in as comprehensive a manner as possible, including steps to gather grassroots reaction, the issue of adopting a system for the recognition of noncredit participation in continuing education activities.[3] The report emphasized that reaction from the field indicated that provision in any recommended recognition system should be made for non-traditional types of programs, such as home study programs. Taking into account the emphasis throughout the nation today on accountability and evidence of continued competence throughout one's career, the report stressed the importance of including all levels of library and information science personnel in any recognition system that might be designed.

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[1] James J. Kortendick and Elizabeth W. Stone, Job Dimensions and Educational Needs in Librarianship (Chicago, Ill.: American Library Association, 1971); Elizabeth W. Stone, Factors Related to the Professional Development of Librarians (Metuchen, N. J.: Scarecrow, 1969).

[2] James J. Kortendick and Elizabeth W. Stone, op. cit., pp. 170-173; 283; 309.

[3] Elizabeth W. Stone, Ruth Patrick and Barbara Conroy, Continuing Library and Information Science Education. Final Report to the National Commission on Libraries and Information Science (Washington, D.C.: Government Printing Office, 1974), pp. 142-43.

A recognition system would seem to be particularly useful for operating librarians (without a Master's degree in Library Science) and for paraprofessionals, as it would provide a way in which their concern for life-long learning could be demonstrated through documentation. For example, paraprofessionals, who are unable to qualify for admission to college and univeristy programs, may be active in association-sponsored continuing education programs, yet this participation is not recorded in any place. Thus, they have no evidence to show an employer that they have had continuing education learning experiences that might qualify them to undertake new tasks or increased responsibilities.[1]

Along with the need for a recognition system for continuing education opportunities, there has developed a demand for feasible forms of education that will take learning opportunities to the individuals and groups rather than bring the individual and groups to the educational experience. One such form is a home-based study program.

HOME STUDY AS A METHOD FOR PROVIDING EQUALITY OF OPPORTUNITY FOR CONTINUING EDUCATION

Any restriction on opportunities to learn is the greatest restriction that exists on man's freedom. Today, learning need not be limited to formal schooling. With the advent of new technology and new understandings of the psychology of adult learning, it is possible for the first time in history to make life-long learning a reality by taking planned, directed, systematic education programs to the consumer. Indeed, today it is possible for the first time in history to actually achieve equality of education opportunity. Without the use of home-based study programs and programs that can be sent to small groups wherever they may be, equality of educational opportunity is an unrealizable utopia. Today it is possible to provide continuing education opportunities that learners can pursue at their own time, place, and pace. Geographical location should no longer be a barrier to learning.

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[1] _Ibid._, p. 141.

In the Fourth Revolution, the Carnegie Commission reported, in June, 1972, that by the year 2000 it now appears that a significant proportion of instruction in higher education on campus may be carried on through informational technology--perhaps a range of 10-20%. It certainly will penetrate much further than this into off-campus instruction at levels beyond the secondary school--in fact, it may become dominant there at a level of 80% or more. Better than ever before, it can bring education to many adults who could attend classes on campus, but who will find instruction at home more convenient. It can create new uses for leisure time, can facilitate job-to-job movement through new training, and can improve community participation by imparting greater skill and knowledge to citizens.[1]

The Continuing Library and Information Science Education Report sponsored by the National Commission on Libraries and Information Science emphasizes the necessity of overcoming the space barrier and states that it can be, "for practical methods exist to meet individual requirements of library personnel to continue their education through careers. Knowledge and tools from the combined fields of communication technology, instructional technology, the behavioral sciences, and library and information science are available, waiting to be used creatively."[2]

In discussing home study programs, it is only natural to raise the question, "But how do modern home study programs differ from traditional correspondence courses?" The German Institute for Home Study at the University of Tubingen, which estimates that about three million people are carrying on home study programs today in Europe, U.S.S.R., and the United States, has through a program of research, development, demonstration, and testing, identified some chief differences, as have other advocates of home study who are writing today. These authors maintain that it is the combining of written materials with making maxmum use of the new technology that makes modern home study so much more popular and effective than traditional correspondence courses.

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[1] Cf. Lewis B. Mayhew, The Carnegie Commission on Higher Education (San Francisco: Jossey-Bass, 1973), p. 67.

[2] Stone, Patrick, and Conroy, op. cit., p. 108

From their experience at the University of Tubingen, Karlkeinz Rebel goes so far as to predict that home study may well be the spearhead for revising teaching methods generally. In this connection he states:

> Changes in method, with the aim of adapting the learning processes to changed factors in the sphere of the individual and of society, are just as important as organizational and structural changes in the educational system. In this, the technology of teaching plays the part of an especially innovating force. Through its affinity to modern objective methods of teaching, home study helps to further the reform of the educational system and is able to give decisive stimuli to the didactics employed in the particular subject at the university. In this way, the type of study employed by home study at least partially enables a reduction in the cultural lag to take place in the sphere of education, since it offers courses, developed by teams of experts, in new areas of study and on new subjects, methods, processes and so on to any number of people, especially to the multiplicators. Therefore, by enforcing a scientific planning of courses, it gradually replaces the teaching methods hitherto employed.[1]

In conclusion, home study combined with modern teaching methods, perhaps for the first time in the history of mankind, makes possible a planned, directed, and systematic program of further education for everyone for their entire life. Scientific investigations have disposed of the old idea that learning is limited to childhood and youth and that the adult is less suited to learning. In reality, the changes in the life cycle of an adult are much larger than they are between the ages of ten and twenty. Because of this, learning takes on real meaning for the existence of every adult. Nevertheless, there is one necessary prerequisite. The adult must be in a position to determine his own learning tempo and to fit the learning process into his own routine. This means that the most suitably planned learning process is one that allows for a high percentage of individualization. Home study, in its modern form, can fulfill these demands better than conventional methods of teaching.

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[1] Karlheinz Rebel, "The Necessity of Further Education in Professions and Home Study as a Means of Realization," Convergence, 3 (No. 4, 1970), 66-75.

Thus far the "Open University" concept has not gone beyond academic subjects. In effect modern home study (combined with study teams based in libraries where feasible) gives a modern connotation to this movement. As applied in this project, development of a home study course called for the development of modules that extended the concept of the open university to paraprofessional and professional fields. It is a means by which paraprofessional and professional library staff members can continue their education at their own convenience. Combined with a recognition system that provides for non-traditional modes of continuing education, this will give the practitioner recognition for his or her efforts and a way to demonstrate his or her accountability.

One of the factors that has militated against the development of this new type of continuing education delivery system has been the lack of criteria and standards which would lead to its acceptance in library and information science. Yet other professions have demonstrated that recognition systems that include a wide array of continuing education activities are a powerful motivating force toward increasing the number of practitioners that engage in lifelong learning.

Although there is recognition (1) that there is need to provide library/information/media personnel equal access to continuing education opportunities throughout the country, and (2) the need to provide some form of professional acknowledgement for continuing education, no modern home study programs had been developed and tested before now. There is no universally accepted system for recognition incorporating various modes of continuing education. The time has come to stop talking about these needs and to test these concepts, develop models to evaluate their effectiveness, and provide specific guidelines for their implementation.

No single group can do all that is necessary, but a number of cooperating organizations, provided with an adequate information base and technical resources for innovation, can begin to close the gap that now exists between the present status of continuing education and the needs of those practitioners in library/media/information science who need, want and will continue their lifetime of learning.

ACTIVITIES WITHIN THE PROFESSION

In order to clarify how this study responds to the training of library personnel issue, it is helpful to present a bit of historical background.

In 1972, the National Commission on Libraries and Information Science, a commission with the mandate to provide national leadership and coordination for improved library service to the nation, conducted a series of regional hearings aimed at identifying the concerns and opportunities involved with meeting the Nation's future information requirements. The needs of the information user start with the establishment of literacy and go to an almost infinite range of activities, including: problem solving, coping with everyday problems of living in our society, advancement of culture and civilization, creation and utilization of new technology, and enhancement of individual lives through growth and development.

One of the priority needs identified by members of the library and information community related to the availability of continuing education that would allow development and maintenance of the competencies needed to deliver the library and information services required by the social, institutional, and research activities of the Nation.

In response to the strong concern expressed by the library and information community for continuing education, the National Commission issued a Request for Proposal which sought recommendations for a nationwide program for continuing education for personnel in the library and information fields. This call stated: "There is a rapidly increasing need within the library and information science profession for an established nationwide program of continuing education. Expressions of need for such a program have come from national, regional and state professional associations, schools of library and information science, state and national libraries, and from librarians, information specialists and their employers. No national coordinated action has been developed."

The project was awarded to the Graduate Department of Library Science, The Catholic University of America, with Dr. Elizabeth Stone as Project Director, assisted by Dr. Ruth Patrick, information science specialist, and Barbara Conroy, consultant in library continuing education.

The work was carried out by means of an exhaustive literature survey and the design of three survey instruments. In total, 270 questionnaires were distributed to members of the library and information science community with responsibility for providing continuing education, 106 telephone and personal interviews were conducted with a selected group of leaders in the field, and in addition, 12 topic-oriented, think-tank type of discussion sessions were conducted around the country.

This effort resulted in the report presented to the Commission entitled Continuing Library and Information Science Education.[1] The model which the report recommended, called the Continuing Library Education Network and Exchange (CLENE) has been implemented as a resource and service facility and it is one of the cooperating organizations involved in this project. CLENE has two basic missions: (1) to provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all; (2) to create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

In the foreword to Continuing Library and Information Science Education, Virginia Mathews provides a succinct statement about the need for continuing education in library and information science.

> Librarians can only serve as conductors for others if their own practice comes reasonably close to fully utilizing all the knowledge they should have from a variety of disciplines. By commitment to regular, continuing professional education, librarians and other

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[1] Stone, Patrick, and Conroy, op. cit.

> library and information science personnel can hope not just to "keep up" with the profession in which they started out, but to expand its mission to fit the expanding needs of the public. They must be able to frame the questions as well as to supply the answers relating to their social and professional responsibilities. If they would be change agents, they must themselves be continuously changing, trying on and growing into new roles, and setting new priorities in using time and other resources.[1]

Due recognition has to be given to existing efforts to meet continuing education needs of the information profession. Library schools have attempted to meet some of these needs by offering courses in certain priority areas at times convenient to practitioners. However, these courses are in the traditional classroom modes which have limited effectiveness and are not always suitable for various needs. Further, relatively few can take advantage of these opportunities which are bound by geography.

There has been some attempt to respond to continuing education needs on the state and regional levels. These efforts are limited by scant resources for the development of quality programs. Examples of regional efforts have been the Western Interstate Commission on Higher Education (WICHE) and Continuing Education for Library Staffs in the Southwest (CELS).

Professional organizations such as the American Library Association (ALA), the American Society for Information Science (ASIS), the Special Libraries Association (SLA), the Medical Library Association (MLA), and others, have all provided continuing education opportunities to their members. However, in all of these cases, continuing education has been one of the concerns rather than the sole concern of these organizations. To a large extent these efforts are not coordinated, resulting in gaps and redundancy, and there is little or no provision for giving acknowledgement to practitioners who demonstrate accountability by participating in continuing education activities. While some programs developed are of high quality, there has been no systematic provision of quality control and exchange of information about existing programs. Existing efforts have also been hindered by a lack of risk capital to develop more innovative programs. In spite of the many examples of successful continuing education programs, the continuing education effort in the library and information science profession is characterized by fragmentation, lack of coordination, inequities of access, and lack of a system for documenting efforts expended by practitioners in continuing education.

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[1] Ibid., p. x.

In brief, the present situation can be summarized as follows:

- There exist some continuing education programs which can serve a broader audience than the ones for which they were originally designed.
- All library/information/media personnel do not have equal opportunity to continue their education, so that they can become lifelong students, because of geographical barriers which could be overcome by new and innovative programs, but have not been to date.
- There is a need to provide quality control and information about existing programs and programs to be developed.
- Support for providing continuing education opportunities can be more equitably distributed.
- There is a need to promote the motivation for individuals to seek improvement, for employing organizations to recognize these efforts and for the profession to recognize and/or reward (through some type of recognition system) those individuals who are motivated to continuously update their knowledge and skills.
- There is an urgent need to provide both individuals and institutions with a means of assessing their continuing education activities and a means of demonstrating and documenting their accountability relative to society's needs.

The experience of other professions indicates that a recognition system for participation in continuing education which provided for the inclusion of nontraditional forms of learning could improve the current status of continuing education in the profession.

Specifically it could be expected that a voluntary system of recognition of individual participation by library/information/media personnel could:

- Increase the number of people participating in continuing education opportunities, which in turn would increase the quality of library/information/media service for the residents of the nation;
- Give all levels of library personnel the advantage of having a means of showing employers evidence of participation in continuing education activity;
- Lead to increased voluntary participation in quality continuing education activities with a resultant close-out of poor quality continuing education activities.

Similarly significant benefits could result from home study. The development of home study courses could:

- Provide continuing education that is available at a time, place, and pace convenient to all library/information/media personnel, and further these courses could be specifically designed for special target groups, such as paraprofessionals, trustees, or library directors;
- Provide an incentive for making the library a learning center in the same way that many hospitals have been transformed into teaching hospitals.
- Fulfill the demand for equality of educational opportunity; home study makes opportunity to learn available by self selection, not institutional, economic, geographic, or class determinants; home study can prove that learning does not have to conform to place-time limitations imposed by institutions and organizations.

One by-product of this report may be a greater sensitivity to the special needs and circumstances of many kinds of nontraditional learners.

Another by-product may be alerting the profession to a vital issue that has been largely by-passed until now-- developing methods for increasing the motivation of practioners to continue their education.

And a third by-product may be the realization that continuing education can no longer be considered just a desirable thing to do, but it is a critical thing for the individual, for the profession, and for society. Malcolm Knowles has expressed it this way:

> In my estimation, the greatest threat to civilization in the next century is not going to be war or pollution or disease. It's going to be the impending obsolescence of man, and particularly in the professional segments of society.[1] --Malcolm Knowles

ORGANIZATION OF THIS REPORT

The Chapters report on the steps taken in the study which, in many instances,were carried out simultaneously by members of the Project Staff. Chapter 2 describes the methods and procedures that were used to accomplish the objectives of the Project. Chapter 3 describes what may be learned from events and trends in the use of recognition systems for continuing education in other professions and presents data on the use of the Continuing Education Unit (CEU). It also reviews basic concepts in home study programs and discusses their implications.

Chapter 4 attempts to present in an integrated fashion the views from the field relative to a voluntary recognition system for library/information/ media personnel. These results and findings are supported by data presented in Appendix C. Next, Chapter 5 makes recommendations relative to a recognition system based on the data collected from the field.

The voluntary recognition model is presented in Chapter 6 for consideration by the profession. It is followed by suggestions for implementation of the model in Chapter 7.

Finally, Volume 2 gives the complete prototype Home Study Package that was developed for the project entitled "Motivation: A Vital Force in the Organization."

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[1] Malcolm Knowles, "Model for Assessing Continuing Education Needs for a Profession" in:Proceedings First CLENE Assembly, Palmer House, Chicago, Illinois, January 23-24, 1976 (Washington, D.C.: CLENE, 1976), pp. 84-85.

The second volume concludes with a set of five guidelines for the relevant groups and individuals involved in home study as a way of learning.

Following the bibliography and definitions in Volume 1, there are five appendixes. The first, Appendix A, displays the documents used in the data collection phase. The second, Appendix B, presents detailed information the reader may prefer to study separately from the text. The third, Appendix C, contains the supplementary tables that provide the backup data for Chapter 4 that are not contained in the body of the text. These tables are included to assist those who wish to study the results of the data collection for themselves in more detail than is possible in the body of the report.

The fourth, Appendix D, presents text and tables showing the characteristics of the library/information/media personnel who volunteered to participate in the pre-test of the prototype home study course.

CHAPTER 2

PROCEDURES AND METHODOLOGY

The study was designed to accomplish two chief missions: 1) to develop a model recognition system for library/information/media personnel participating in continuing education that would make provision for nontraditional study; and 2) to design and demonstrate a prototype home study course that would qualify for inclusion in the recognition system model.

To assist in accomplishing these objectives the Project Staff was aided by an overall Project Advisory Board (concerned with both missions) and an Advisory Board of specialists for the home study project. An organization chart showing the roles fulfilled in the project is presented in Figure 2-1. A list of the personnel involved in the project is presented in Appendix B-1 and B-2.

To achieve the objectives of the project, the Project Staff engaged in a wide variety of activities, which are described in the following pages.

DEVELOPMENT OF A MODEL RECOGNITION SYSTEM

INTRODUCTION

To carry out the proposed Recognition/Home Study Project, under U.S. Office of Education guidance and support, the Graduate Department of Library and Information Science of The Catholic University of America and The Continuing Library Education Network and Exchange sought and gained as wide an involvement as possible from practitioners at every level, both as individuals and as representatives of professional associations, state agencies and employing libraries, media centers, and information centers. More than 1,000 persons became involved in giving to the Project Staff their opinions, comments and suggestions about the issue of recognition, through discussion in small groups, interviews, direct correspondence, and information contacts.

SUMMARY OF ACTIVITIES CARRIED OUT IN DEVELOPMENT OF MODEL RECOGNITION SYSTEM

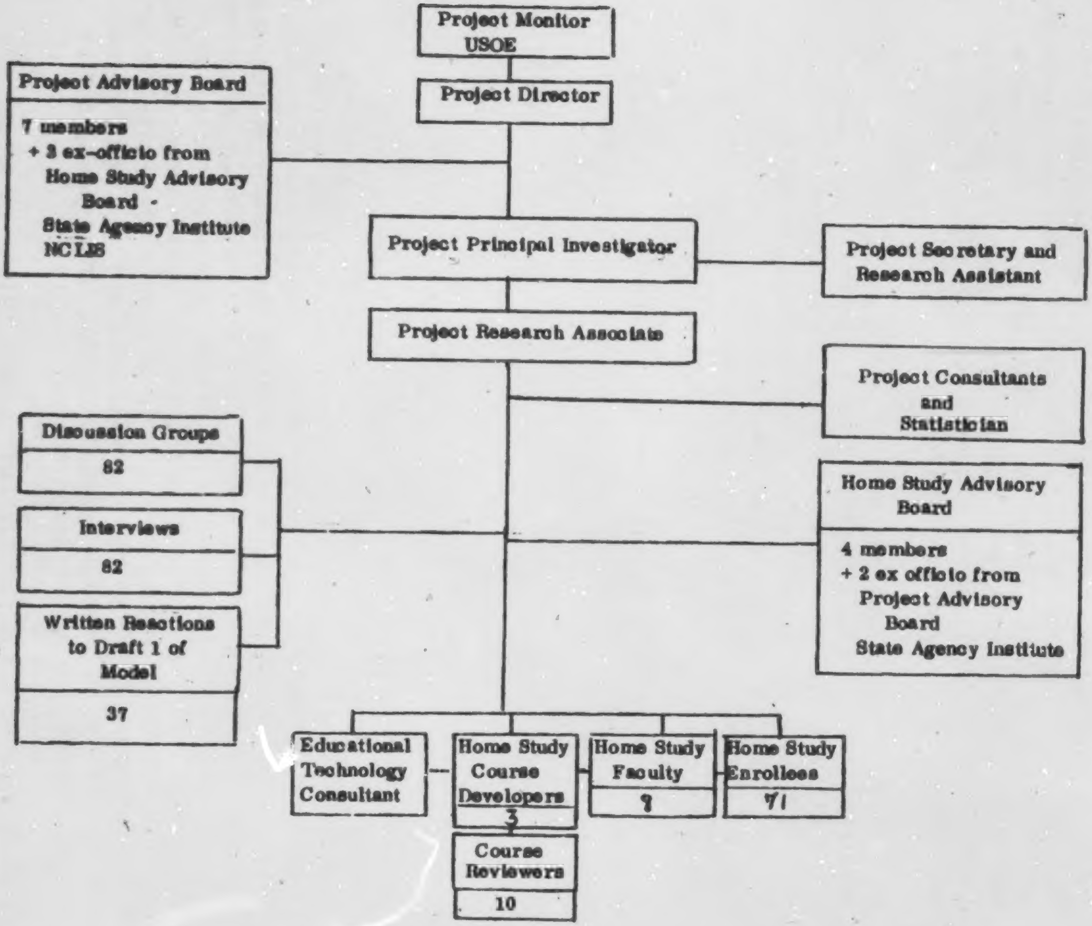
Project Monitor
USOE
Project Director
Project Advisory Board
7 members
+ 3 ex-officio from
Home Study Advisory
Board -
State Agency Institute
NCLIS
Project Principal Investigator
Project Secretary and
Research Assistant
Project Research Associate
Project Consultants
and
Statistician
Discussion Groups
82
Interviews
82
Written Reactions
to Draft 1 of
Model
37
Home Study Advisory
Board
4 members
+ 2 ex officio from
Project Advisory
Board
State Agency Institute
Educational
Technology
Consultant
Home Study
Course
Developers
3
Home Study
Faculty
7
Home Study
Enrollees
71
Course
Reviewers
10

Figure 2-1

Organization Chart of the Recognition/Home Study Project

- Appointment of an Advisory Board and its role in the Project
- Review of recognition systems in other professions to determine what ideas might be useful for the development of the model for library/information personnel
- Production of Information Document I: "Summary of Some Components of Recognition Systems in Various Professions"
- Development of Discussion Guide
- Formation of Discussion Groups
- Collection and analysis of data received from discussion groups
- Development and dissemination of Information Document II: "Draft of Continuing Career Development for Library, Media, and Information Science Personnel: Guidelines for a Suggested Voluntary Program for Continuing Education Recognition."
- Dissemination of press releases and articles about the issue of recognition
- Development of Interview Guide
- Analysis of data from interviews
- Liaison with Library/Information/Media Community
- Development of Recognition Model
- Development of suggestions for implementation of the model.

These elements are interrelated and some, as shown in Appendix B-3, overlap in time. These activities are described on the following pages.

APPOINTMENT OF AN ADVISORY BOARD AND ITS ROLE IN THE PROJECT

The Project Director in consultation with the Executive Board of CLENE and the Project Monitor selected an Advisory Board of five members immediately following the grant award by the U.S. Office of Education. All persons chosen were knowledgeable in the field of continuing education and representative of major groups concerned about continuing education. In order to achieve a degree of coordination with a concurrent CLENE/USOE Institute for State Library Agency Personnel responsible for continuing education, an ex-officio member from that Advisory Board served as ex-officio member of the Project Advisory Board as did the Executive Director of the National Commission on Libraries and Information Science.

Because the purpose of the Advisory Board was to guide and counsel the Project Staff in every phase of the Project, the Board was kept continuously informed on the Project's progress. The Board was thought of as "being in session" constantly and was asked to review documents disseminated as well as to advise the staff on procedural and methodological questions as they arose. The Project Staff kept the Board informed through regular reports and memos which supplemented the reporting given during the Advisory Board Meetings. One valuable aspect of the Board was its diversity which provided important contacts to persons in many professional associations and organizations. The Board also provided the staff with helpful advice about the dissemination of information to the widest possible library/media/information audiences.

At the first Advisory Board Meeting on July 23 of 1976 in Chicago, Board members endorsed the Project's goals and objectives as important for the profession.

At the second meeting of the Board on September 14 and 15, 1976 in Washington, D.C., the type of Information Documents to be sent to the Discussion Groups and the use of these groups as a major source for determining the extent of interest in and ideas about recognition for continuing education were discussed in detail. The Board also made suggestions about the follow-up techniques for obtaining information not obtained from the discussion groups.

At the third meeting of the Advisory Board on February 3, 1977 in Washington, D.C. the Board heard a progress report on both the recognition and home study phases of the project and made suggestions for next steps to be carried out.

The preliminary draft of a possible continuing education model: Continuing Career Development for Library, Media and Information Science Personnel: Guidelines for a Suggested Voluntary Program for Continuing Education Recognition was distributed at the third Advisory Board Meeting and discussed.

A fourth meeting of the Advisory Board was held in Washington on April 19 and 20, 1977 to discuss a possible interview guide and the continuing progress of data gathering in which the Project Staff was engaged. Ideas concerning the future applications of the project findings were given by the Board.

The Advisory Board and Project Staff convened a fifth time during the American Library Association Annual Meeting in Detroit on June 20, 1977. The Board contributed their ideas concerning the production of the final report and were given a briefing about the interview phase of the project by the Project Staff. The Board also answered specific questions about procedures posed to them by the Staff.

DATA COLLECTION

Variety of Methods Used

Several methods were used to collect the data. From the outset, the Project Staff, supported by the Advisory Board, was resolved to derive information and suggestions from a large number of practitioners from all levels of libraries, media and information centers located throughout the United States. First, individuals, as will be detailed below, were invited to form discussion groups, which was the primary source for determining the dimensions of interest in and need for recognition for participation in continuing education activities. The Project Staff developed Information Documents to send to the 82 discussion groups and those participating in other phases of the study throughout the project.

Second, interviews were held with 82 practitioners in order to obtain information not obtained from the discussion groups or to obtain additional information relative to opinions obtained from these groups, and in order to have representation from geographic areas and types of library/information/media personnel not sufficiently represented in the voluntary discussion groups.

A third activity was the distribution of a "trial balloon" draft of a model recognition system based on data studied from other professional groups. Thirty-seven individuals voluntarily sent written reactions to this document.

Members of the Project Staff also held open hearings and made presentations at professional association meetings, and had regular communication with the 25 members from state library agencies, who participated in a year long institute running concurrently with this project.[1]

In addition, the Project Staff visited several associations in other professions to observe programs in action and reviewed the literature appertaining to recognition for continuing education in other professions.

Review of Recognition Systems in Other Professions

The Project Staff wrote some 80 professional associations, known to be involved in continuing education, requesting information on recognition or award systems for the continuing education of their members. This collection of data from other professions began as soon as the grant contract was awarded and continued throughout the course of the study. In addition the Project Staff interviewed executive officers of seven associations to observe their recognition programs in operation.

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[1] 1976/1977 CLENE/USOE Training Institute for State Library Agency Personnel Involved in Continuing Education.

As information was received from these groups, it was analyzed and cataloged to provide guidance in developing a system for recognizing continuing education efforts for library/media/information science personnel. A summary of major characteristics of the systems analyzed was prepared and issued as Information Document #1 to the discussion groups. It was also distributed to potential contributors to the project as part of a packet of information about the project. (See Chapter 3 for an analysis of this data).

Formation of Discussion Groups

Invitations were issued to 162 officers of state, regional and national library, media and information science associations; state library agencies; library, media and information science schools and to 561 members of CLENE to form discussion groups on the topic of recognition for continuing education participation. A list of the individuals and groups asked to form discussion groups is given in Figure 2.2. The discussion group format was felt to have a greater potential to involve more people at the grass-roots level and of sustaining their interest throughout the project. Although it had been originally thought that these groups would be called "mini-charettes" at this phase of the data gathering, it was suggested by the Advisory Board that this designation be changed to "discussion groups," a phrase that was more easily explained and would be understood by the largest group of people. The aims of this phase, however, remained the same.

Two types of letters were sent to elicit response from the 723 persons (Figure 2.2). A letter of invitation (Appendix A-1) was sent to the 162 individuals who were not members of CLENE among the 723 and another letter (Appendix A-2) was sent to the 561 CLENE members. As can be seen in these two letters, it was suggested that the format of the discussion groups be kept simple and informal--that they might even occur during a regularly scheduled staff meeting or during a planned informal gathering held after work hours in a participant's home. These suggestions were also made to create an atmosphere that would encourage as many levels of the profession as possible to participate. Most discussion groups, in fact, planned their meetings using these suggestions.

As shown in Appendix B-4, 112 individuals or 16 per cent of 723 said they would try to form a group to discuss the issue of recognition for continuing education and report back to the Project Office

FIGURE 2-2

Tabulation of Those to Whom Invitations Were Sent to Form Discussion Groups on Issue of Recognition System,

September 23, 1976

CLENE MEMBERS[1]		561
Individual Members	468	
State Library and State Library Agencies	15	
Consortia Members	2	
Association Members	15	
Library Schools	11	
CLENE Board of Directors and Advisory Board	50	
PERSONS FROM LIBRARY SCHOOLS (ACCREDITED AND NOT ACCREDITED BY THE AMERICAN ASSOCIATION OF LIBRARY SCHOOLS) WHO ARE DESIGNATED AS CLENE LIASON MEMBERS		28
DEANS OF LIBRARY SCHOOLS (ACCREDITED AND NOT ACCREDITED BY THE AMERICAN ASSOCIATION OF LIBRARY SCHOOLS) WHO ARE NOT MEMBERS OF CLENE		44
MEMBERS OF THE ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY WHO ARE SERVING OR HAVE SERVED ON THE ASSOCIATION'S EDUCATION COMMITTEE		54
STATE LIBRARY AGENCIES WHO ARE NOT MEMBERS OF CLENE		36
TOTAL OF LETTERS SENT:		723

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[1] This list reflects the membership list of the Continuing Library Education Network and Exchange on September 23, 1977--the day the letters were mailed.

by November 15, 1976. These persons were sent a discussion guide of suggested topics so that the discussions would not be held in a vacuum. (Appendix A-3) The group leaders were also sent a cover letter describing more about the project and it's objectives as well as a preliminary summary of other professional recognition systems in order to give them an idea of possible components for such a system and some of the major issues involved in the designing of a program to recognize continuing education.

By January 1, 1977, as shown in Appendix B-4, the Project Staff had received 82 discussion group reports. Fifty-four groups were led by CLENE members (66 per cent) and 28 groups were led by a person or persons who were not CLENE members (34 per cent). A total of 821 library, information and media personnel participated in discussions of the issue.

The groups ranged in size from 2 persons to 34 persons. The average size of the groups was 10 persons. Figures 2.3 and 2.4 show the distribution of the participants by work place and level of employment. Map 1 on page 2-11 shows the geographical distribution of the discussion groups.

Development of Discussion Guide

In order to fulfill the major objectives of the Recognition Project, the development of ways to recognize and record continuing education activities of library, information and media personnel, a Discussion Guide was developed for leaders of discussion groups formed to gain opinions on the issue of recognition. This Guide (Appendix A-3) was sent to 112 persons who said they would be interested in forming a discussion group. A cover letter explained the project and its goals and briefly explained some of the issues involved in recognition for continuing education. Also sent to each leader was a summary of recognition programs in other professions to familiarize the leaders with what others had been doing in this regard.

The Discussion Guide suggested that the group leader present the issues expressed in the Guide to an interested group of individuals in his/her vicinity. An informal meeting was suggested for this discussion. The leaders were encouraged to involve as many levels of the library, information and media community as possible. The group leaders were requested to submit a report of the meeting, giving varying opinions on each issue as well as any consensus on issues that might have been reached by the group as a whole during their meeting.

FIGURE 2-3

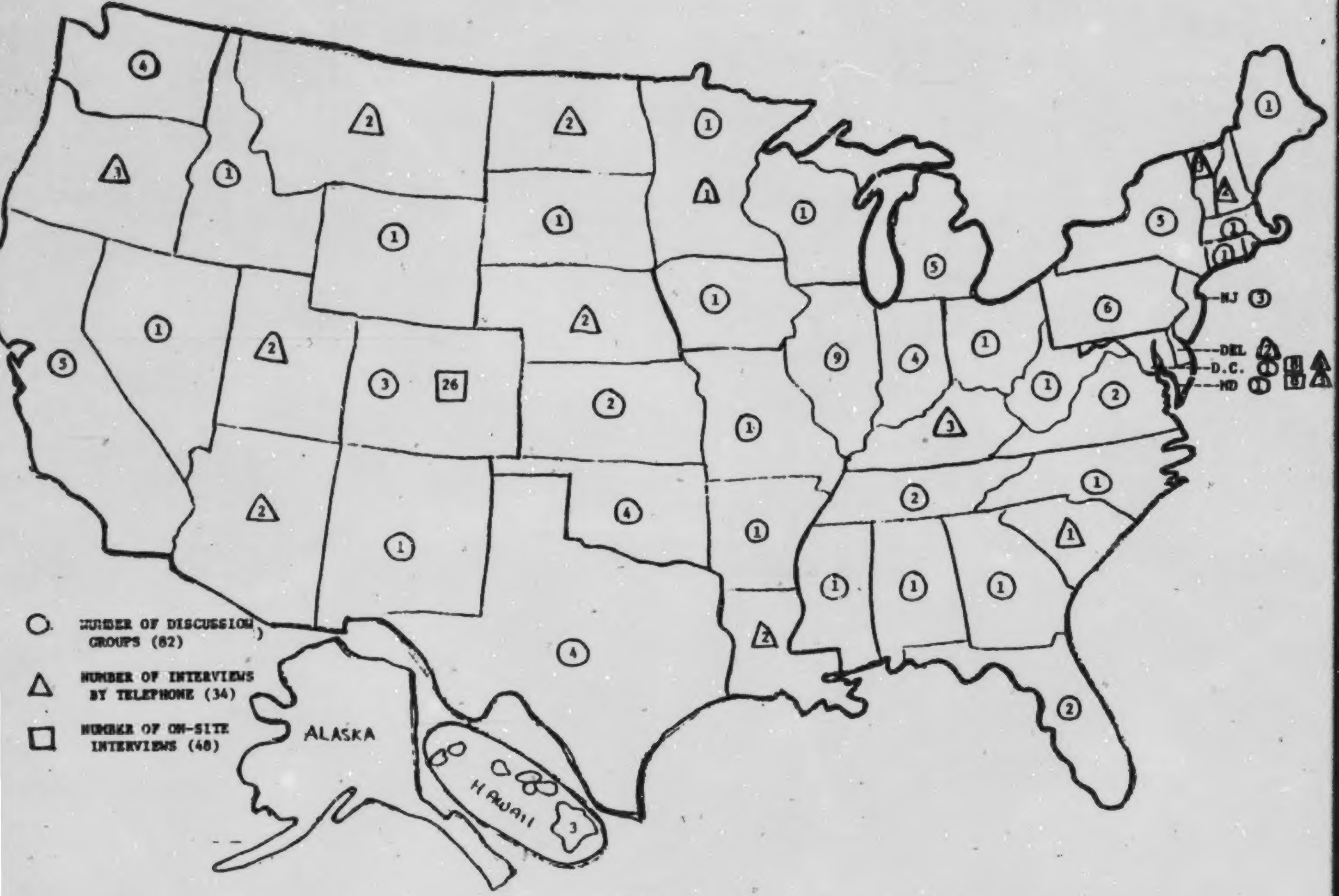
PARTICIPANTS IN DISCUSSION GROUPS BY TYPE OF WORK PLACE, N=821, 1976

PARTICIPANTS IN DISCUSSION GROUPS BY WORK PLACE	TOTAL
Academic: College 46 University 236	282
Information Center	19
Library/Information Science Education	136
Public Libraries	117
School Media Specialists or Educational Technology Education	40
Special Libraries	76
State Libraries/State Library Agencies	96
Unspecified Library/Media/ Information Centers	51
Industry Training and Development	3
Other Professional Associations	1
TOTAL	821

PARAPROFESSIONALS AND SUPPORT STAFF	62
PROFESSIONALS	704
OTHER LEVELS (NOT SPECIFIED)	55
TOTAL	821

Figure 2.4

PARTICIPANTS IN DISCUSSION GROUPS ON THE ISSUE OF RECOGNITION FOR CONTINUING EDUCATION BY LEVEL OF EMPLOYMENT IN THEIR LIBRARIES, INFORMATION OR MEDIA CENTERS, 1976.


○ NUMBER OF DISCUSSION GROUPS (82)
△ NUMBER OF INTERVIEWS BY TELEPHONE (34)
□ NUMBER OF ON-SITE INTERVIEWS (48)
ALASKA
HAWAII
NJ
DEL
D.C.
MD

MAP I

GEOGRAPHICAL DISTRIBUTION OF SOURCES OF DATA RELATIVE TO RECOGNITION FOR LIBRARY, INFORMATION, MEDIA PERSONNEL, 1976-1977.

The opinions expressed in the discussion groups were summarized in the same format as the discussion guide either by the discussion leader or by a recorder appointed by the discussion leader. These reports from the groups also included particulars about the participants. The data contained in the reports expressed the groups' consensus or nonconsensus and, in some instances, the groups' lack of opinion about the subject.

Collection and Analysis of Data from Discussion Groups

During the months of October and November 1976, data was received in the Project Office from 60 discussion group leaders summarizing the opinions and ideas of their respective groups that had met across the country to discuss the issue of recognition for continuing education. The opinions expressed by the discussion groups were varied and examined a broad range of the issues to which recognition for continuing education relates, and which other professions had raised when they had set up their recognition systems. Many discussion group leaders felt the need to further express their concerns on the issue by attaching personal letters to the group responses they summarized on the Discussion Guide.

Reminder letters were sent November 15, 1976 to those 52 persons who had stated that they would hold discussion groups, but had not sent back a completed Discussion Guide to the Project Office by that date. By January 1, 1977, reports from 82 discussion groups had been received in the Project Office. (Appendix B-4)

Development and Dissemination of Information Document II: Draft of Continuing Career Development for Library, Media and Information Science Personnel: Guidelines for Suggested Voluntary Program for Continuing Education Recognition

In response to requests from the field, "a sample model" incorporating successful features from recognition systems in other professions was produced in January, 1977. The draft was entitled, Continuing Career Development for Library, Media and Information Science Personnel: Guidelines for A Suggested Voluntary Program for Continuing Education Recognition (For Discussion Only). (Appendix A-4) News releases were sent announcing the availability of the draft and they contained the announcement that it would be discussed at a special Open Day session during the American Library Association Mid-Winter meeting in Washington, January 31, 1977, and during the CLENE Assembly, February 3 and 4, 1977.

Of particualr interest was the system used to record the reactions of the participants in the Open Day session to the draft model. A system called conceptual mapping was used, whereby suggestions were displayed on cards and displayed so that all participants could see the suggestions as given by participants. There was also opportunity given to the participants to change the headings under which the suggestions were arranged and to rank the priorities which these suggestions would be assigned.

The goal of distribution of the draft was to give persons something tangible to react to rather than having just theoretical concepts. It was also seen as another way of getting free-form ideas regarding a recognition system in the profession, as many who received the draft model would not have had prior knowledge of the results of the discussion groups. Therefore, the model was also distributed to persons who said they would lead a discussion group, but had been unable to do so. It was also thought that the reactions to the draft model could be compared with those from the discussion groups and later with the data from the interviews.

A copy of the draft model was also sent to all leaders of the 82 discussion groups for their reactions, as were many information documents throughout the project. Additional copies of the draft model were made available upon request to the participants of the 82 discussion groups as well as to those at the CLENE Assembly on February 3 and 4, 1977, and to persons who specifically requested it after reading about it in articles in professional journals from press releases written by the Project Staff.

Development of Interview Guide

To supplement the data received from the discussion groups, an Interview Guide (Appendixes A-5, A-6) was developed with help from consultants on the project.

Evaluation of a continuing education recognition system has two aspects. An individual practitioner may look at a recognition system from his/her own career point of view; the other aspect is how the supervisor looks at a recognition system for personnel that work with him/her. The one aspect is if a recognition system would motivate oneself personally; the other aspect is how a recognition system might stimulate others. We wanted to obtain information for these two aspects, using two different approaches. However, it was felt that a practitioner who felt that a recognition system would motivate him/her personally to participate in continuing education could be biased in favor of recognition generally. Hence only those who indicated at the outset of the interview that they had no interest in a recognition system for their own career could be used for the supervisory approach. If one is in favor of a recognition system for oneself, it will have a tendency to prejudice one in favor of a recognition system in relation to the people supervised. If individuals were not interested in recognition for themselves personally, this made them eligible for the supervisory approach and this is the reason that there were only a few people in the "supervisory approach" category.

As described in Appendix C these two approaches are complementary to each other; the intent was to obtain as unbiased an assessment as possible of the probable development and use of a recognition system. These two approaches were developed after pre-testing the interview guide in a large special library in Washington, D.C. in March, 1977.

Selection of the Interviewees

It was decided that the two major areas for on-site interviews would be the Denver/Boulder, Colorado area and the greater Washington, D.C. area. To supplement this, another group of interviewees was selected from 13 states in which no discussion groups were formed. Libraries, media, and information centers were chosen randomly in the 13 states through the use of library, media, and information directories. A cluster of two or three practitioners were generally interviewed in order to obtain ideas from practitioners at various levels of employment, including professionals, paraprofessionals, and support staff. The interviewees were allocated to the type of libraries they worked in according to the same proportion as in the profession in general. The decision about the geographical location of the libraries was made before the directories were used to select individuals.

The persons to be interviewed in the libraries chosen were selected in consultation with the director of each library selected. On an average, two or three were selected per library. A concerted effort was made to include as many information and media personnel and as many paraprofessional and support staff as possible.

Data was collected in the Denver and Washington, D.C. areas in face-to-face interviews with 48 persons. Data was collected from 34 interviewees located in other parts of the country by telephone. This final stage of opinion gathering was carried out between March and July, 1977. Appendix B-5 and B-6 show the interviewees according to state, workplace and level of employment. The geographical distribution of the interviewees is indicated in the map on page 2-11.

The following procedure was followed before the interviews: The interviewees were contacted, either by letter or by telephone, and asked if they would be interviewed by the Project Staff at an hour and date convenient to them. If they answered in the affirmative, they were sent Information Document I and a preliminary summary of the project's goals and objectives and progress to that date. They were also sent a short profile card to fill out and return to the Project Office with a form on which they checked an available time and date for the interview. The individuals were then contacted on the date they requested for the interview.

LIAISON WITH THE LIBRARY COMMUNITY

The Project Staff believed strongly that any major project relating to continuing library/media/information science education could only be successful if it involved as wide a spectrum of practitioners as possible. Therefore, a major objective was to involve all levels and geographical areas of the community. This objective was achieved in the following ways:

Dissemination of Press Releases and Articles about the Issue of Recognition for Continuing Education

Another ongoing aspect of the Project was the constant flow of press releases, correspondence and information documents from the Project Office in order to acquaint the library/information/media community with the issues involved and the project's goals and objectives. Five press releases were produced, as well as a fact sheet about the project (Appendix B-7). Seven articles appeared regularly in the CLENExchange, written by the Project Staff to update the CLENE membership and others about the progress of the project. A short bibliography of these articles and news releases can be found in Appendix B-8.

Not only was the Staff actively engaged in this dissemination of information, but it was felt that in many ways this was one of the most valuable by-products of the project: to raise the issue of recognition for continuing education in the library, media and information science community and bring it to the forefront for discussion and debate. It was believed that by keeping the issue constantly at the attention of the profession, the best climate would be created so that suggestions and recommendations would be truly solicited from all levels and special interest groups.

Personnel Involvement at the Grassroots Level

Throughout the project, members of the Project Staff made contacts by correspondence, by telephone, or in person with numerous professionals and paraprofessionals in libraries, media, and information centers, who took an interest in the issue of recognition for continuing education. Obviously, CLENE as an organization, provided valuable contacts through its diverse membership and their network of communications with various segments of the library, media and information science community. In order to relate the project's goals and objectives to the largest possible groups of individuals and obtain the most data about their concerns in this regard, detailed notes were often taken during informal interviews either in person or by telephone. This data was later used in a large extent to form the interview guide which was used to gather more information about the ideas of library, media, and information science personnel on their own continuing education. The staff often found these in-depth talks with practitioners at all levels extremely helpful in knowing which were the important issues to examine in more detail. The staff felt that every opportunity should be used to raise the issue of recognition and answer the questions and hear the opinions of the people that recognition might affect.

A mailing list was created from correspondence generated from the "grassroots."

Members of the Project Staff Attended Sessions and Made Presentations Concerning the Project at a Number of Meetings, Including:

- Association of State Library Agencies
  Chicago: July, 1976
- American Society for Information Science
  San Francisco: October, 1976
- CLENE/USOE State Library Agency Workshop
  Springfield, Illinois: November, 1976

- American Association of State Agencies
  Washington, D.C.: January, 1977
- CLENE Open Day, American Library Association,
  Mid-Winter Meeting
  Washington, D.C.: January, 1977
- CLENE Assembly
  Washington, D.C.: February, 1977
- CLENE/USOE State Library Agency Institute
  Washington, D.C.: February, 1977
- Staff of the University of Maryland Library and College of Library and Information Services
  College Park: March, 1977
- U.S. Army Librarian's Workshop
  Fort Belvoir, Virginia: May, 1977
- The Education Committee of COSLA (Chief Officers of State Library Agencies)
- The Catholic University of America Alumni Meeting
  Detroit: June, 1977
- American Library Association
  Detroit: June, 1977
- CLENE Assembly
  Detroit: June, 1977
- CLENE/USOE State Library Agency Institute
  Detroit: June, 1977

Dissemination of Information Documents

The distribution of Information Documents had as its objective to encourage the awareness, interest, evaluation and adoption of the project. This was facilitated by involving the discussion group leaders and participants at several stages of the project by the mailing of Information Documents on:

- The activities of other professions in the area of recognition for continuing education
- The activities of the project
- The goals and objectives of the study
- The draft Model of a Recognition System
- The general fact sheet of the project
- Preliminary Report of some of the findings from discussion groups

Use of Advisory Board Members as Contact People

Through the members of the Advisory Board the Project maintained contact with various groups and associations within the profession:

- The American Library Association, Library Education Division
- The Association of American Library Schools
- The Association of Educational Comminications and Technology
- The Association of State Library Agencies
- The American Society for Information Science
- The Special Libraries Association

A summary of the findings relative to a recognition system is presented in Chapter 4; the charts displaying the data collected are given in Appendix C. The recommendations based on the data collected are presented in Chapter 5; the model itself in Chapter 6; and suggestions for implementation in Chapter 7.

DEVELOPMENT OF A PROTOTYPE HOME STUDY COURSE

INTRODUCTION

The end product of the work on the prototype home study course is, of course, the complete package of a home study course ready to be used in the field. This product is presented in Volume II of this report. However, in developing a prototype that can be of help to others developing home study packages, methods and procedures are also important. Therefore, following the course itself, as presented in Volume II, are guides for those interested in developing courses themselves. They are:

- Introduction
- Guidelines for Authors of Home Study Courses
- Guidelines for Reviewers of Home Study Courses
- Guidelines for Participants in Home Study Programs
- Guidelines for Study Groups in Home Study Programs
- Guidelines for Faculty Evaluators in Home Study Programs
- Guidelines for Office Procedures in Home Study Programs

In addition to the information presented in these guides, the Project believes that some detail on procedures carried out during the whole time span of development of the course might be of benefit to others contemplating the development of courses. For that reason procedures and some conclusions relative to these procedures, are reported on in somewhat more detail in the remaining pages of this chapter than might normally be expected in a chapter routinely reporting on a project.

The Project Staff also thought that potential home study developers might be interested in knowing what kinds of people volunteered to participate in the pre-test of this home study course. Analysis of the characteristics of the volunteer participants is presented in Appendix D.

SUMMARY OF ACTIVITIES CARRIED OUT IN DEVELOPMENT OF THE PROTOTYPE HOME STUDY COURSE

- Appointment and role of Home Study Advisory Board
- Determination of the pilot group
- Development and pre-testing of modules and guidelines for home study developers
- Formation of study groups
- Development and implementation of evaluation procedures
- Dissemination of information about home study

These elements are interrelated and some of them, as shown in Appendix B-9, overlap in time. Each of these activities is described on the following pages. The Project Staff was responsible for the overall coordination and implementation but responsibility for developing the content of the modules was contracted out to authors with specialization in the field covered by the course.

APPOINTMENT AND ROLE OF THE HOME STUDY ADVISORY BOARD

The Home Study Advisory Board (Appendix B-2) was composed of leaders in the fields of home study, educational technology, production of learning materials and training and development, as well as library and information science education. The chief function of the Advisory Board was to constantly review the progress of the project as reported by the Project Staff whenever necessary on procedural and technical matters related to the development and pre-testing of the home study course. This process was an ongoing activity and not one of isolated and structured meetings. As some Board members were located in the immediate vicinity of the Project, they were often consulted whenever the need arose. The Board of the Home Study Project met formally four times, and also had frequent informal meetings and consultations with the Project Staff.

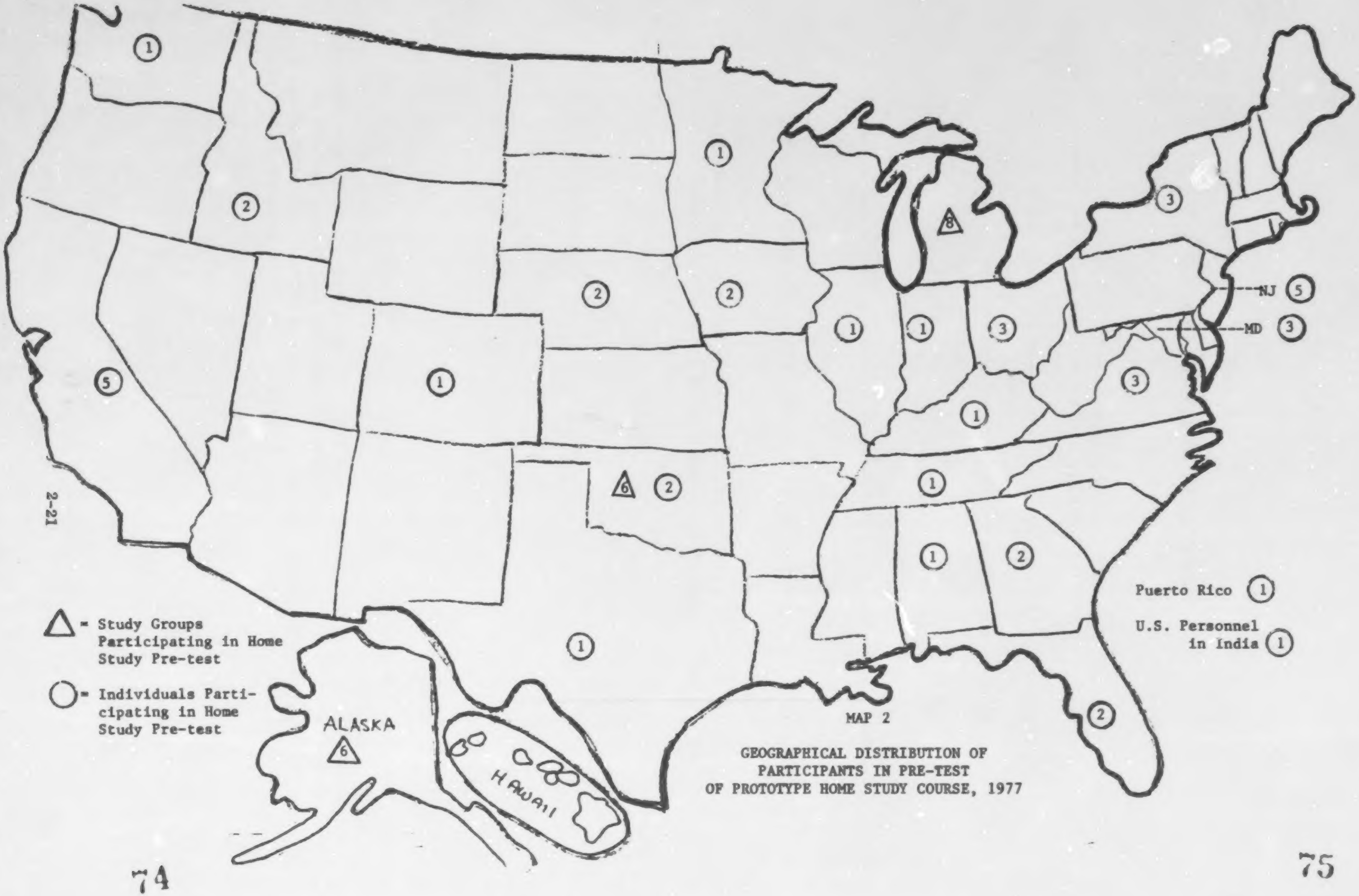
Valuable assets of the Board were its two ex-officio members. One, as a home study professional, served a key role by informing the Board and the Project Staff of proven procedures, criteria for excellence, and trends in nontraditional learning. The other, as Chairperson of the total Recognition/Home Study Project, served as liaison between the two Advisory Boards on the project. He attended all the meetings of both Boards and communicated the concerns of one to the other through regular summary reports. The integration of the two Boards was vital to the accomplishment of the Project's objectives of developing criteria for excellence which would qualify nontraditional continuing education for acceptance in a recognition system for continuing education.

The Board served an evaluative as well as an advisory function, since each of the Board members reviewed copies of drafts of all modules and each of the guidelines for Home Study Programs.

DETERMINATION OF PRE-TEST GROUP

In January, 1977 announcements were made in professional journals about the home study course. The announcements invited interested persons to become part of the pilot group and requested them to write for an enrollment form. Letters were also sent to persons who had previously responded to publicity about the project and had asked to be participants in the pre-test. Since there was a limited fund for Faculty Evaluators to appraise the participants' exercises, it was thought that a sample group of 75-80 participants would be adequate for the study. A deadline of February 21, 1977 was set for the final submission of the enrollment forms. By this deadline 76 persons had sent in applications to become members of the pre-test group. Since this number was within the desired number of participants, it was decided that all enrollees could be accomodated in the study, allowing for the 15 per cent drop-out rate considered normal for home study participants.

Statistics were gathered on the 65 participants who actually began the course and sent back exercises to be appraised. Ten enrollees did not actually begin the course or return exercises. These persons are referred to as "no-starts." One person was identified as only auditing the course and did not return any exercises. This person is not included in the total of 65 pre-testers shown in Figure 2-5. The volunteer participants in the pre-test came from 24 states, Puerto Rico and India as shown in Map 2. A specific breakdown by location is given in Appendix B-10. An analysis of the characteristics of the Home Study Pre-Test participants is presented in Appendix D.


△ = Study Groups Participating in Home Study Pre-test
○ = Individuals Participating in Home Study Pre-test
ALASKA
6
HAWAII
NJ 5
MD 3
Puerto Rico 1
U.S. Personnel in India 1
1
2
5
1
2
2
1
2
6
2
1
8
1
1
3
1
1
1
2
2
3
3
1

MAP 2

GEOGRAPHICAL DISTRIBUTION OF
PARTICIPANTS IN PRE-TEST
OF PROTOTYPE HOME STUDY COURSE, 1977

Figure 2-5

ENROLLEES IN HOME STUDY PRE-TEST

Participants who returned exercises to be appraised during pre-test	65
Auditor	1
"No-starts"	10
TOTAL ENROLLEES IN PRE-TEST	76

DEVELOPMENT AND PRE-TESTING OF MODULES AND GUIDELINES FOR HOME STUDY DEVELOPERS

Figure 2.6 gives a flow chart of the development of a home study module during the pre-test phase of the program described in this report. These activities were carried out by:

- The Authors
- The Project Staff
- The Reviewers
- Production Personnel
- Faculty Evaluators

All these groups interacted with one another during the development, production and evaluation of each module.

Role of the Authors

The Flow Chart begins with the Authors of the course since they are the persons responsible for the original overall concepts and ideas expressed in the home study modules. In deciding to develop a series of modules which would give library, information, media personnel involved in managing or supervising others a better understanding of the motivation climate in their organizations, the authors faced the following decisions:

FLOW CHART OF THE DEVELOPMENT, PRODUCTION AND EVALUATION OF A MODULE IN A HOME STUDY PROGRAM

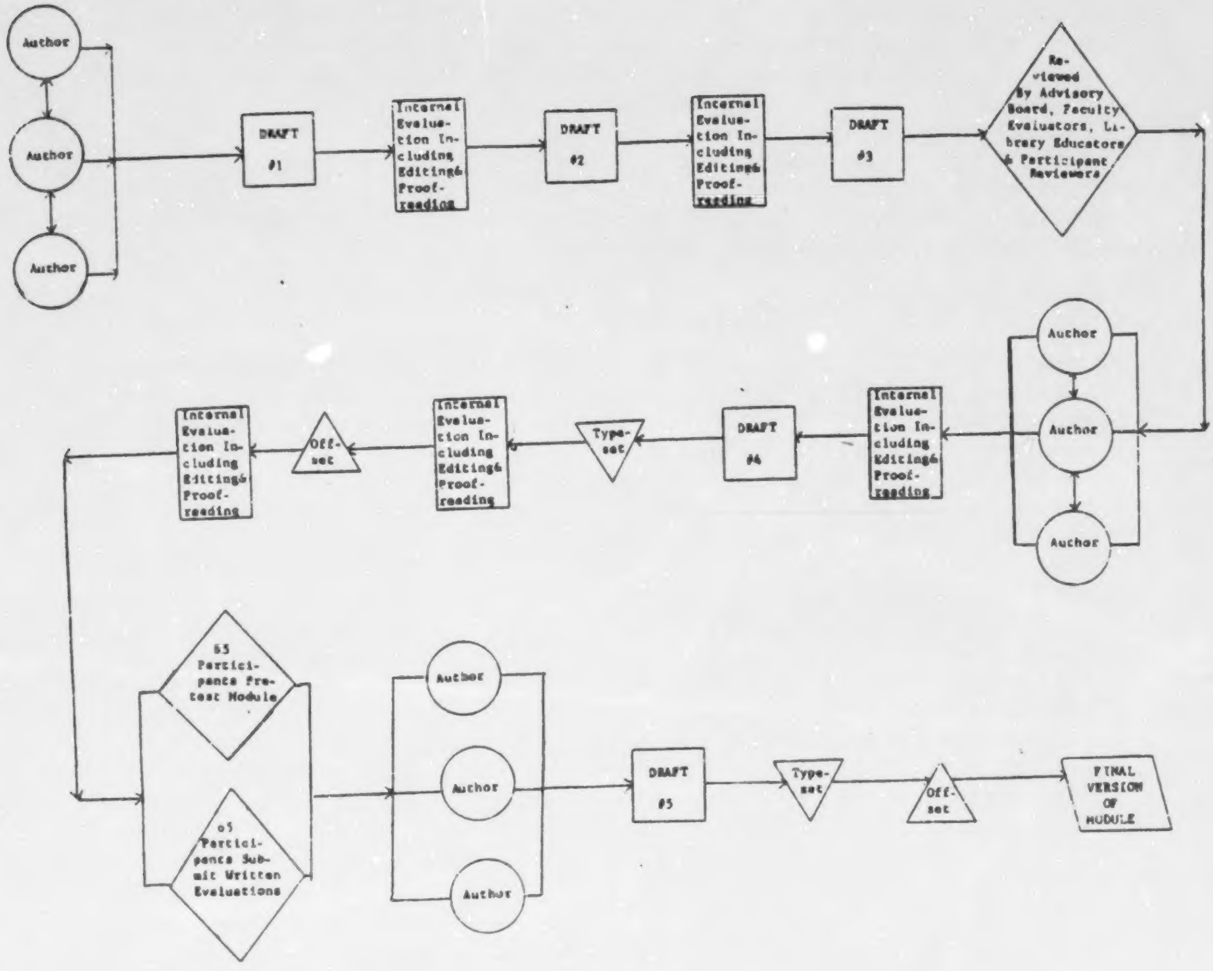

Author
Author
Author
DRAFT #1
Internal Evaluation Including Editing& Proofreading
DRAFT #2
Internal Evaluation Including Editing& Proofreading
DRAFT #3
Reviewed By Advisory Board, Faculty Evaluators, Library Educators & Participant Reviewers
Author
Author
Author
Internal Evaluation Including Editing& Proofreading
DRAFT #4
Typeset
Internal Evaluation Including Editing& Proofreading
Offset
Internal Evaluation Including Editing& Proofreading
65 Participants Pretest Module
65 Participants Submit Written Evaluations
Author
Author
Author
DRAFT #5
Typeset
Offset
FINAL VERSION OF MODULE

FIGURE 2-6

- The problem of selectivity
- The problem of synthesis
- The difficulty of assessing the levels of the students

The Problem of Selectivity

Given the magnitude of literature available on the subject of motivation in the workplace, the authors had erous decisions to make as to which articles to summarize and refer to in the text, which ones to include in the required readings reprinted and attached to each module, and which ones to simply annotate and refer to in the list of selected supplementary readings which the student was encouraged to consult in his own library, media or information center. Since this was a home study course and required that it be carried out through correspondence, the size of the readings had to be considered as a variable in the decision making process. In the final decision, however, it was the relative worth of the reading to be included that was the deciding factor.

The Problem of Synthesis

Careful consideration was given to finding the most recent literature available in the field, to supplement the classic studies which form the core readings for the modules. Since a home study course in management has a life of from five to ten years, revision although desirable, would be extremely expensive, so that the articles chosen have to stand the test of time.

One of the most difficult problems was finding articles and research which had specific applicability to the managing of a library, information, or media center. Many students in the pre-test told the Project Staff, either through written correspondence or in telephone conversations, or during in-person interviews, that wherever possible, they preferred examples of articles and case studies which came from the literature of library, media and information science over general management literature. When only general management or motivation literature was available for the basis of certain topics, the authors made every attempt to synthesize this literature and present it so that it would be applicable to the library, media and information centers. Case studies were developed and used throughout which presented motivational problems to be solved in real situations one might encounter while in a management position in such a setting.

Difficulty of Assessing the Levels of the Students

From the beginning of the development of the home study course, there was a need to describe the target audience. It was decided that the persons who would benefit most from such a course would be personnel in libraries, media and information centers with some supervisory responsibilities--either paraprofessional, non-professional or professional--who felt the need to contribute to the effective development of the human resources in thier libraries. Such a broad audience made the discussion and synthesis of some basic general management concepts imperative. Since the prototype course was designed to be self contained it was necessary to attach prints of some of the classis management articles. Included in the "Guide to the Course" was a list of annotated "background readings" for students "who have not had the opportunity to delve into the literature of management previously, or for those who wish to reacquaint themselves with some basic management concepts and practices" (Volume II, Part 1, page 4).

The authors became aware of many differences between writing a home study course and teaching, using other methods of instruction. Renee F. Erdos has written one of the best source books in this area, entitled Teaching by Correspondence.[1] Also of value to prospective authors of home study courses is the guide published by the Home Study Institute in Takoma Park, Maryland, Course Author's Manual.[2]

Role of the Project Staff

In the development of the prototype home study course the Project Staff coordinated a team approach to the development of the total instructional package and pre-test of the materials.

The participants included those with specialization in management, educational technology who applied the systems approach to curriculum development, media, graphic art, research methods, and secretarial support. The Project Staff was also looking for procedures and experiences which would be helpful to others in developing home study courses, as well as pitfalls to avoid.

The major pitfall was threefold in nature: underestimation of time, staff, and money needed to produce quality home study modules. This caused the non-fillment of one phase of the original design which the Project Staff feels is very important and should be incorporated into all distance studies. That is someone on the team of specialists who would fulfill the role of student support specialist.

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[1] Renee F. Erdos, Teaching by Correspondence (London: Longman, Green and Company, 1967). Pages 1-25 describe the special skills needed by authors of home study courses.

[2] Home Study Institute, Course Author's Manual (Takoma Park, Maryland: The Institute, 1977).

This specialist would concentrate on minimizing the remoteness felt by the learner studying away from a central location. The duties of this person would include the issuance of a frequent newsletter to all participants which might be supplemented by building up a communications network between the students and the faculty evaluators and the project office staff. The student support specialist would also individually answer the inquiries that learners raise beyond the specific points raised in relation to the content of the course in which they are enrolled. This role might also include the bringing to the attention of enrollees newly published print and non-print materials directly related to the content of the course being studied. The possibilities are almost limitless and the Project S Staff recommends such a service being built specifically into the budget of home study courses.

In the design of procedures and methods. the Project Staff relied heavily on the examples of those who had previously tackled the problem of home study techniques. This information was gained primarily from the HOme Study Professionals themselves who sent samples of forms and procedures which they used with their courses and from visits to several home study schools. These contacts and visits by the Project Staff are discussed in Chapter 3.

The Project Office had the primary responsibility for channeling all correspondence, including exercises, comments, questions and evaluations between the various groups involved in the pre-test.

This facilitated coordination of the activities of all groups. The Project Office also acted as a monitoring agent for the evaluation process throughout the study. Thus faculty evaluators were freed from questions not relative to the evaluator's role in the pre-test--that of evaluating and appraising the exercises fo the participants.

As the course was being developed at the same time that is was being pre-tested, it was also the responsibility of the Project Office Staff to organize and administer the records of the pre-test, since one requirement for the awarding of Continuing Education Units given each participant at the successful completion of the course was the maintenance of permant records of participants.

A major problem that arose in the flow of material back and forth to the student was the tardiness of some of the faculty evaluators in returning corrected papers to the Project Staff. This made it an urgent obligation on the part of the Project Staff to service all papers that come in from the faculty and send them on again to the students on the same day that they arrived. As a matter of fact, it is a basic principle of home study schools that in every section the work which come in on any one day should be serviced that day so that all work is always up to date. Delays at any point in the communication between the student and the home study administrative unit is one of the chief frustrations that students experience in this type of learning.

Press releases and the dissemination of information about the project was an on-going task of the Project Office Staff and one which was thought to be vital to the entire project.

A complete description of the prodcedures developed for the Home Study Projgram can be found as Volume II, Part 2 of this report. These guidelines were developed by the Project Staff before the pre-test began, they were distributed to the appropriate reveiw groups. They were later revised incorporating suggestions from the Advisory Board, Reviewers and Faculty Evaluators.

Role of the Reviewers

During the pre-test the Reviewers (including Advisory Board members) served an important role in the development of the Home Study Course. They examined all materials developed in draft form and were requested to comment fully on all materials sent from the Project Office. This included the modules of the course and the guidelines for relevant groups which appear as Volume II, Part 2 of this report.

Eight reviewers were chosen as experts in the field of library/media/information management, who had either taught and/or written extensively on the subject. Two reviewers were chosen from the field of library/information/media management education. Two reviewers were chosen as participant reviewers for the course.

The reviewer's role was primarily to give constructive ideas and suggestions to the authors of the course and the Project Staff, so that changes in content and organization could be made before the course was sent to the participants. Most reviewers sent back their written comments and evaluation forms within one week of having received them. The reviewer's evaluation form is found in Appendix B-11.

Role of the Production Personnel

The Project Office Staff and Authors of the course worked closely with the personnel involved in the typesetting, xeroxing, and off-setting of the course. Accuracy, flexibility and the ability to meet deadlines are important factors for the selection of production consultants and contractors.

As the gorups involved with production of the course developed close working relationships, communication of ideas became easier and production time decreased. The final module was written, typed, edited and produced in record time with fewer errors although it was by no means the shortest module.

Those considering the development and production of home study courses should try to locate personnel with some previous experience in home study production and/or lay-out. If this type of personnel is unavailable, persons trained in Educational Technology should be employed as consultants to the project. A specialist in design lay-out is important because each step of the production process should aim to give the student material which is appealing and attractive. It should be set out so that reading can flow easily, and so that emphasis is clearly and correctly centered on the basic learning points.

Effective lesson production is essential to the learning process. The arrangement of the text is of great importance. The material must not be cramped--there must be plenty of white space around the printed blocks of material. It must be arranged so that the eye is led from section to section in the right order for understanding and learning. The effective use of headings, subheadings, tabulation and any other devices in presentation which help the sutdent organize knowledge and develop skills adds substantially to the ease of learning.

Role of Faculty Evaluators

Teaching by correspondence is very different from teaching in a classroom. All nuances which a teacher or evalautor expresses verbally and non-verbally must be related through written expression, constructive comments and evaluation.

Some home study schools employ full-time faculty evaluators who actually have offices at the "school." Others, however, with procedures similar to those in the pre-test pay their faculty per lesson, while the faculty are involved in other full-time pursuits.

Erdos recommends that authors of home study courses be employed as faculty evaluators to "use" their own course for teaching so that they may see aspects that need revision, such as "unsatisfactory presentation of materials, unexpected ambiguities, (and) complaints of students."[1] Erdos also suggests that Faculty Evaluators keep a file of ideas for revision.

It is the responsibility of the Faculty Evaluators, to appraise the exercises of the students in the home study program with dispatch. This was frequently a problem during the pre-test and required the constant monitoring of records of returned exercises by the Project Staff. It is recommended that only those Faculty Evaluators who are willing to appraise the exercises they receive within a week or ten days should be given additional exercises to be evaluated. Payment to the Faculty Evaluators should be by the lesson and not on a salary basis, to avoid long delays in the return of papers to students.

It is also the responsibility of the Faculty Evaluator to see that the students he/she advises and evaluates progress smoothly through the course. Should the evaluator notice that a student is having great difficulty with an assignment or exercise, he/she should give extra guidance to the student when possible or bring the matter to the attention of the home study school.

Many experts recommend special teacher training for faculty evaluators. Until this is in existence experiences from others who have been involved as faculty of a home study school should be shared.

"A Bibliography on Education for Home Study Educators 1977," is available from the National Home Study Council, 1601 18th St., N.W., Washington, D.C. 20009. The books and articles contained in this booklet should be consulted by all interested in teaching by correspondence. "Guidelines for Faculty Evaluators in Home Study Programs" appears in Volume II, Part 2 of this report.

FORMATION OF STUDY GROUPS

It was decided during the September 1976 Advisory Board meeting of the Home Study Project that there should be three separate locations across the country where the course could be taken in a group study mode. The objective of study in a group was to enhance the learning potential that the individual could gain from the home study curriculum. In order for each study group to function smoothly, each group selected a Study Group Advisor to serve as a qualified advisor to the groups. Twenty of the 65 (31 per cent) participants were involved in study groups in Juneau, Alaska; Lansing, Michigan; and Tulsa, Oklahoma. These study groups were organized by three individuals who contacted the Home Study Project Office after reading about the course in announcements which appeared in professional journals. Procedures for Study Groups may be found in Volume II, Part 2 of this report entitled: "Guidelines for Study Groups Involved in Home Study Programs." As a means of demonstrating the purpose and style of this mode of study, the Project also sponsored the production of a short videotape presentation that illustrates the course itself and the two approaches that were used --individual and group study.

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[1] Renee Erdos, Teaching by correspondence (London: Longman, Green, and Company, 1967), p. 42.

EVALUATION PROCEDURES

Throughout the developmental and pre-test phase of the home study project, there was an ongoing evaluation mechanism to monitor the content, quality and procedures of the home study course which put to effective use the talents of the Advisory Board, Faculty Evaluators, Reviewers, and pre-test students, both individually and in groups.

Evaluation forms were developed for many phases of the course: the evaluation of the draft form of each module by the Advisory Board, Faculty Evaluators, and Reviewers; the evaluation of each module by the participants in the pre-test; the evaluation of the study group phase of the project, by the Study Group Advisors and the Study Group Participants; and the final evaluations of the entire course to provide recommendations for future revision of the content and procedures of the course. Examples of these evaluation forms can be found in Appendixes B-11, B-12, B-13, B-14, B-15.

As shown in the flow chart in Figure 2.6, the first written evaluations were solicited from the 6 Advisory Board members, 8 Faculty Evaluators, 2 Participant Reviewers, and 2 Library Educator Reviewers in response to a draft of each module. Evaluation forms were sent with the drafts of the modules to these 18 reviewers. The evaluations were returned to the Project Office where they were given to the authors and Project Staff to read and discuss. Revisions were then made to the existing draft based on the response to the evaluations and suggestions from the reviewers.

Thus the evaluations by the reviewers made a major contribution to the revisions made in each module before the module was distributed to the pre-test group.

As each reviewer returned his/her evaluation, the Project Staff made note of the suggested revisions on a master copy and relayed the information directly to each author of the course by routing the reviews to them or by discussing the suggested points of revision with the authors themselves in meetings specifically for the purpose of revision. The reviews and evaluations of each module by the individual participants in the pre-test were tabulated into a summary which was given periodically to the authors of the course and the members of the Project Staff to facilitate revision of the course.

After experimenting with different types of evaluation forms, it was concluded that the most fruitful sources for change in revising the module were the write-in free-form comments.

The Study Group Process also was evaluated by those involved: the Study Group Advisors and the Study Group Participants in Alaska, Michigan, and Oklahoma. This process worked with varing levels of effectiveness in the three groups. Although highly structured, the evaluation forms left room for the individual Study Group Participant to write in free-form comments and suggestions to the Project Office and alert the Project Office to problems in logistics and communications between the Study Group Advisor and the Participants in each Study Group. See Appendixes B-13 and B-14 for the Study Group evaluation form. In order to obtain a first hand idea of how members of a study group reacted to the team learning mode in comparison with those taking the course independently, a member of the Project Staff visited the Tulsa group and interviewed the participants there. The reactions are reported in Appendix B-17.

DISSEMINATION OF INFORMATION ABOUT HOME STUDY

Press Releases

As one of the reasons for developing a prototype home study course was to alert practitioners to home study as a mode of continuing education, dissemination of information about the project was given special consideration. The Project Staff wrote press releases which were submitted to over two hundred library/information/media journals. A list of these press releases and articles published about the course and the pre-test is given in Appendix B-8.

Fact Sheets

The Project Office received over 400 requests for information about the course after the pre-test group had been chosen. These requests were answered with a form letter and a fact sheet made up for the purpose (Appendix B-16). It is interesting to note that these letters of inquiry about the pre-test and home study in general came from every part of the United States and from six other countries.

Those inquiring about how they might take the course were put on a mailing list for future information concerning the marketing of the course to the general public.

Articles

It is expected that following the pre-test at least two feature articles will be written about the course, Motivation: A Vital Force in the Organization, the pre-test of the course and the use of home study in continuing library/information/media education. One is being written by a member of the Advisory Board of the Home Study Project. The other expected article is being written by a newspaper journalist who became interested in the course and asked how she might participate in the project. These articles should be ready to submit to appropriate library/information/media journals by the end of the year.

Video Tape of the Course

One of the most interesting ideas for dissemination of information about the Home Study Project and about the use of home study in continuing library/information/media education has been the development and production of a video tape. In June, after initial contacts with the Coordinator of Continuing Education for the Oklahoma Department of Libraries, the Project Staff explored the idea of producing video tape presentation as a means of demonstrating the purpose and style of the home study mode of continuing education. The Coordinator of Continuing Education had produced video tapes for use as training devices for the Oklahoma Department of Libraries and was interested in working with the staff on this project. The discussion about the video tape project developed into something substantive when the manager of the cable television station operated by Tulsa City-County Library volunteered to help in its production.As the Tulsa City/County Public Library was the location of one of the Study Groups which met regularly to discuss the Modules of the Prototype Home Study course, Motivation: A Vital Force in the Organization, it was a logical setting for filming and production of the video tape.

The 3/4 inch U-Matic Videocassette program was developed for promotional purposes. The tape describes briefly the five modules and demonstrates the various components of home study as exemplified by the prototype developed in this project. The videotape will be utilized to publicize the concept of home study as well as give specifics about this particular course. It will be available for exhibit at association meetings and circulated to libraries on demand in order to publicize and thereby encourage the use of home study as a means of continuing education.

USE OF CEU FOR HOME STUDY COURSE

Criteria for Awarding Individual Continuing Education Units

Under the guidelines for the awarding of Continuing Education Units (CEU), home study programs can qualify for awarding of CEU's in recognition of an individual's participation, if the specified criteria for awarding indivudal CEU's have been met. Very few home study courses, however, have been developed in the library/information/media field that award the CEU. One of the objectives of this Project was to demonstrate that, following the guidelines prescribed in order to qualify for offering CEU's, a course could be developed which would demonstrate criteria of quality throughout the span of the course and be worthy of granting CEU's.

At the first meeting of the Board of Directors of the Prototype Home Study Project, the decision was made that one CEU would be granted for each successfully completed module. Therefore, the Project Staff, working in close cooperation with the authors of the course, was directed to meet the following criteria as set forth in Standard Nine of the College Commission of the Southern Association of Colleges and Schools.[1]

1. Fulfill the definition of one CEU: "ten contact hours of participation in an organized continuing education adult or extension experience under responsible sponsorship, capable direction, and qualified instruction."
2. Plan the course in response to an assessment of educational need for a specific target population.
3. Include a statement of objectives and rationale for the course.
4. Select and present the content in an organized and sequential manner.

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[1] Commission On Colleges of the Southern Association of Colleges and Schools, The Continuing Education Unit: Guidelines and Other Information (Atlanta, Georgia: Southern Association of Colleges and Schools, 1973), pp. 2-3, 14-15.

5. Show evidence of pre-planning which should include opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.

6. Make provision for registration for individual participants and for providing data for institutional /organizational reporting.

7. Utilize appropriate evaluation procedures and establish criteria for awarding CEU's to individual students prior to the beginning of the course. This should include the evaluation of student performance, instructional procedures, and course effectiveness.

The critiques and evaluations by reviewers, enrollees, faculty evaluators, and Home Study Prototype Board members, gave strong evidence that these criteria were met. There was also evidence that the participants had been inspired to search for information, to evaluate findings, and to practice problem-solving skills. The students did spend ten hours or more on each of the five modules in the course. One CEU was given for each successfully completed module or a total of 5 for the total course.

In addition the Project Staff noted three distinctive features of the home study course that differed from the average regular classroom course taught at the gradate level. These were:

1. The much greater amount of time spent in the preparation of printed texts, case studies, and other materials used in the course than is spent normally in preparation for classroom teaching.

2. The systematic revisions of materials throughout the course as soon as evaluations were received from the participants, reviewers, and faculty evaluators.

3. The greater amount of direct feedback on written assignments the students received as compared with that ordinarily received in a graduate course.

Each of these factors added significantly to the quality of the course.

Importance of Handbook of Criteria and Procedures for Offering and Reporting Continuing Education Units

From the experience of developing the Prototype Home Study Course, reviewing the literature on approval of CEU programs, and an on-site-visit to the University of Missouri Extension Division to study their centralized record keeping system for recording CEU's, it became apparent to the Project Staff that any agency offering CEU's should develop a Handbook of Criteria and Procedures for Offering and Reporting CEU's. This handbook should be so designed that it would be applicable for home study offerings as well as for non-academic credit non-degree education experiences.

The Project Staff believes firmly that only through the development and systematization of procedures and criteria relative to the granting of CEU's and the strict adherence to the policies set forth can quality of programs be assured to any degree whatsoever. As each institution, organization, or association has its own unique mission and objectives and organizational format, each agency offering CEU's should work out the details of how it will meet the criteria for offering CEU's as established by The National Task Force on the Continuing Education Unit.[1] There are many excellent examples now being used in the field which can be of help in the design of such a Handbook, such as the statements on policies and procedures developed by the University of Missouri,[2] Michigan State University,[3] North Carolina State University,[4] West Virginia University,[5] and the South Dakota Department of Education and Cultural Affairs.[6]

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[1] National Task Force on the Continuing Education Unit, *The Continuing Education Unit: Criteria and Guidelines* (Washington, D.C.: National University Extension Association, 1974).

[2] University of Missouri, Extension Division, *Continuing Education Unit Policies and Procedures* (Columbia, Missouri: University of Missouri, 1976). Also see: University of Missouri, Extension Division, *A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout* (Columbia, Missouri: University of Missouri, 1974). ED 091 611.

[3] Michigan State University, Continuing Education Service, *Handbook of Criteria and Procedures for Continuing Education Unit Programs* (East Lansing, Michigan: Michigan State University, 1975). ED 111 991

[4] North Carolina State University, University Extension, *Guide for Implementing the Continuing Education Unit at North Carolina State University* (Raleigh, North C. : North Carolina State University, 1975).

[5] Carl D. Hadsell and Ronald W. Ervin, "Continuing Education Unit Computer-Assisted System at West Virtinia University," *College and University*, 51 (Fall 1975), 49-61.

[6] South Dakota Task Force on the Continuing Education Unit, *South Dakota State Plan for the Continuing Education Unit* (Pierre, South Dakota: Department of Education and Cultural Affairs, Office of the Secretary, 1975).

SPECIFIC STANDARDS FOR HOME STUDY PROGRAMS

However, meeting the criteria for offering CEU's is not enough to assure quality home study programs. Effective home study programs have many unique facets which are in addition to, or different from, learning in a traditional classroom environment. For the past twenty-two years the National Home Study Council through its Accrediting Commission has been continuously refining and improving standards for home study programs. Whether a school seeks accreditation from the National Home Study Council or not, these standards serve as guideposts in helping all those engaged in developing and offering home study courses in continuous self-examination of the important aspects of their programs.

The Project Staff found these qualitative standards[1] of immeasurable help in providing a checklist of characteristics that should be met by the prototype course that was being developed. Summarized, the standards require that a home study school:

- State its educational objectives clearly.
- Offer sufficiently comprehensive, accurate, up-to-date, educationally sound instructional materials and methods to meet these announced objectives.
- Provide adequate examination services, encouragement to students, and attention to individual differences.
- Have a qualified faculty.
- Enroll only students who can be expected to benefit from the instruction.
- Maintain adequate student services.
- Show satisfactory student progress and success.
- Be honest in its advertising and promotional materials.
- Carefully select, train, and supervise its field representatives.
- Show financial resources adequate to carry out all obligations to students.
- Use reasonable tuition collection methods and have a satisfactory refund policy.
- Maintain student records properly.
- Demonstrate a satisfactory period of ethical operation.

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[1] National Home Study Council, Documents and Instructions of the Accreditating Commission (Washington, D.C.: National Home Study Council, 1976).

Copies of these standards which ask specific questions in relation to each of these standards to aid in constructive self-evaluation may be obtained from the National Home Study Council, 1601 18th Street, N.W., Washington, D.C. 20009.

CONCLUSION: NEED FOR HOME STUDY COURSE IN HOW TO TEACH BY HOME STUDY METHOD

From the number of requests that have spontaneously been received by the Project Staff--over 400 of them--for more information on this home study course and what others are available for library/information/media personnel, it is the conclusion of the Project Staff that there is a definite need and demand for this type of continuing education in the field. As a by-product of the development of the prototype home study course presented in Volume II of this report, some guidelines are presented for would-be developers of other courses. We hope these guides will be helpful, but the Project Staff believes that an in-depth specific course should be developed on how to teach by home study to meet the needs in the field.

At the present time there is no educational institution in the United States at which an individual can secure the education, knowledge, training or skills needed to prepare for a career as a developer of home study courses or as an administrator of a home study program, nor does there exist any formalized or continuing education program where correspondence educators can pursue the systematic study of instruction by the home study method. Our experience has shown us that development of quality home study programs is a skill for which one needs specific training and at present no specific training is available from any college or university and the information and specialized training that has sometimes been offered by a few workshops is haphazard, depending largely on the initiative of those responsible for the learning experience.

As the concepts of nontraditional education and independent study gain in popularity--as they are doing every year--more and more qualified people will be needed to meet the growing demand for home study programs. Also, the home study format is really the only way that equality of continuing education opportunity can be assured to those in isolated geographic areas. Persons in these areas should have available to them the same quality of program as if they lived in some other location.

What is proposed here as our major recommendation, growing out of the development of this prototype home study program, is that a home study course to train home study developers, instructors, and administrators be developed using the home study method. In addition to providing needed training for professional skills, it would also provide experience and insight into teaching and learning through the home study method.

CHAPTER 3

AN EXPLORATION OF CONTINUING EDUCATION RECOGNITION SYSTEMS WHICH INCLUDE PROVISION FOR NONTRADITIONAL STUDIES AND TRENDS IN HOME-BASED STUDY PROGRAMS

INTRODUCTION

In trying to find out what might be learned from events and trends in other occupations and disciplines regarding the topics about which this study is concerned--voluntary recognition systems for participation in continuing education and provision for incorporating into those systems nontraditional learning modes, especially home study programs--it was soon discovered that much of what was being done was not in the published literature.

Therefore, to learn about current trends in recognition systems, the Project Staff wrote to some 80 associations selected from the Encyclopedia of Associations on the basis of some knowledge that they were concerned about continuing education. Thirty-three sent brochures, articles, or letters describing means by which they gave encouragement to those who participate in continuing education activities. In addition, the Project Staff visited the executive offices of seven associations in the Washington, D.C. and Chicago areas.

For information on how to develop and operate home study programs the best source again was going directly to the professionals in the field and seeing and hearing details of how their programs were operated. There is an abundance of literature on home study generally, but not very much on the specifics of mentored home study programs involving a team approach to instructional materials development and the daily operation and marketing of these programs.

BACKGROUND

NONTRADITIONAL LEARNING IN THE UNITED STATES

In considering the development by professional groups of voluntary systems of recognizing participation in continuing education activities it is important to realize some changes that are taking place in the total educational scene in adult education in America.[1]

First is the unique condition in American history--the rapidly changing characteristics of the American population--our demography. Following the war, between 1945 and 1955 there was a marked increase in the number of people born in the country--the celebrated "baby boom." Since the 1960's, however, there has been a steep decline in our population. Now, in 1977, we have many people who are 20 to 30, but relatively fewer who are younger--the group from which our college-going students will come in the next two decades. This means that the rapid expansion of educational building will probably be populated by new types of students. What are some of the factors that lead to this conclusion?

First, educational researchers and innovators have found that quality education is possible outside of the usual assumptions of time (two or four years of two semesters each), place (on campus), and typical student (the young). It can be achieved just as well in more or less time, according to the pace one individual learner wants to take and his/her intellectual swiftness. It can be achieved in many locations: in libraries, on the job, at home, in grammar school buildings, in learning centers. There are many who make excellent students who want to learn: working adults, mothers, isolated people geographically, handicapped, minorities--all seeking new ways of life. And no longer is age considered a barrier to learning. All of these new and potential students are what are referred to in the current literature as the "nontraditional learner."

A second factor is that modern conditions of life in America do not permit one to stop learning. Persons become obsolescent very quickly in a world of rapid change in technology-based economy, and in an age when telecommunications can bring the world to one's home. The ability to cope with present day changes in economical, social and political factors in our society does not make it possible for those in their 20's or 30's today to stop learning. Most will never be full time students again; many will be using spare time in learning.

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[1] These conditions have been identified in The Third Century: Postsecondary Planning for the Nontraditional Learner: A Report Prepared for the Higher Education Facilities Commission of the State of Iowa (Princeton, New Jersey: Educational Testing Services, 1976).

A third factor is complex but related to the first two. That is the state of uncertainty throughout the land--uncertainty about security in jobs, about energy resources, about our role as a people. This uncertainty has caused many people to seek alternate occupational abilities. With an uncertain future, they feel prompted to prepare to fulfill different kinds of jobs than they hold today. This has helped to lead to the increase in number of people who are becoming part-time learners. "For the first time ever there are more part-time postsecondary students in the United States than there are full-time students, and indications are that this trend will continue."[2]

Adults as a group differ in important ways from traditional students. They demand that programs for their benefit be designed to meet their needs. It has been found in recent surveys that these adults are willing to pay the cost of education themselves, but they want their education close to their residence, at a time and place convenient to them, and under adult learning conditions. It has also been found that these adults want individualized education information and support in their educational endeavors.

During the past 15 years there has been a vast increase in the number of opportunities for the adult nontraditional learner, but they have been unevenly distributed and do not meet the personal criteria of the adult learner in many states--those of time, place, pace and content that meet their needs.

As used today "nontraditional programs, learning experiences, or method of instruction are ambiguous terms." In general nontraditional instruction refers to "all programs, experiences, and methods of instruction which are different from the typical campus and classroom-bound, teacher-led, face to face, lecture or seminar-type of instruction, while knowing full well that many instructional elements which fit this definition are ancient and time honored."[3]

John R. Valley, Director of New Degree Programs, Educational Testing Service has formulated a brief typology of differences between those typically thought of as traditional students and new clients for learning services which analyzes the differences between traditional and nontraditional learners. (Figure 3-1).

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[2] Ibid.

[3] Ibid. p. 16.

FIGURE 3-1

Typology of Learners[1]

Dimension	Students	
	Traditional	Nontraditional
Age of student	18-22 years	ca 20-80 years
Age range for learning	ca 5 years	ca 40-50 years
Carrer objective or orientation	initial or introductory	second or concluding
Economic status	parent dependent	independent self-supporting
Educational mobility	open	limited to local area
Education objectives	career	varied (career, leisure, self-development, etc.)
Employment background	limited, short-term	diverse, frequently rich
Learning mode	group	independent
Learning resource	formal schooling	formal schooling plus work-life experience
Previous educational attainment	high school graduate	varies: less than high school graduate through post-doctoral
Psycho-social development	in transition narrow band	evolving--wide band

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[1] *Ibid.*, pp. 16-17.

of Continuing Education at Furman University, is quoted in the April 11, 1977 issue of The Chronicle of Higher Education as predicting that the rapid rate at which additional states are requiring continuing education "indicates that the mandatory movement will likely include all the licensed professions in future years."[1]

To date continuing education is required by various states for eleven professions, as shown in Figure 3.[2] Seventeen states require continuing education for physicians and an additional eleven states have approved but not yet implemented similar requirements. Eight states have mandatory requirements for dentists and another 27 are considering it. Fourteen states require continuing education for pharmacists, 45 for optometrists. Four states have mandatory continuing education for lawyers and an additional 3 have requirements for legal specilizations, while legislative action is pending in nine other states, and under study in another eleven.

Eleven states require further education to be relicensed as a realtor and an additional 26 are considering it. Six of the 19 states that regulate social work have mandatory continuing education for social workers. Twenty-three states have passed legislation governing certified public accountants.

In the same article Phillips states that the question of quality has caused an "upsurge of accreditation activities"[3] for continuing education in many professions. Practitioners are demanding that their professional groups develop some way to accredit or approve continuing education at local and state levels, to insure quality of continuing education programs.

SURVEY OF VOLUNTARY RECOGNITION SYSTEMS FOR PRACTITIONERS IN CONTINUING EDUCATION

Surveys conducted by the National Commission on Libraries and Information Science, as well as state, regional, and national groups show that voluntary participation in continuing education is preferred by library/information/media personnel. Many associations have developed

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[1] "Certification of Professionals: A Bonanza for Extension Programs," The Chronicle of Higher Education, April 11, 1977, 8.

[2] Ibid.

[3] Ibid.

FIGURE 3-2

STATES THAT REQUIRE PROFESSIONALS TO CONTINUE THEIR EDUCATION

	Certified public accountants	Dentists	Lawyers	Nurses	Nursing-home administrators	Optometrists	Pharmacists	Physicians	Real-estate personnel	Social workers	Veterinarians
Alabama	●				●	●	●	○			●
Alaska	●					●		●			●
Arkansas					●	●					●
Arizona					●			●	●		
California	●	●	○	●	●	●	●	●	●		
Colorado	●			○	●	●		●	○	●	●
Connecticut					●	●					
Delaware						●				●	
Florida	●		●	●	●	●	●	○			●
Georgia					●	●					
Hawaii	●				●	●					
Idaho						●			●		
Illinois						●		●			●
Indiana					●	●	●				
Iowa	●		○		●	●					
Kansas	●	●		●	●	●	●	●		●	○
Kentucky		●			●	●	●	●	●	●	●
Louisiana					●	●			●		
Maine					●	●	●	○			
Maryland	●				●	●		●		●	
Massachusetts					●	●		○			
Michigan	●					●		●			
Minnesota	●	●	●	●	●	●	●	●	●		
Mississippi					●	●					●
Missouri						●					
Montana					○	●		○			○
Nebraska	●			●	○	●		●	●		●
Nevada	●				●	●	●				●
New Hampshire				●	●	●					
New Jersey					●	●	●	○			
New Mexico	●	●			●	●		●			
New York								○			
North Carolina					●	●		○			●
North Dakota	●	●			●	●					●
Ohio	●				●	●	○	●			●
Oklahoma		●			●	●	●				
Oregon	●			○	○	●	●	○	●		
Pennsylvania	●							○			●
Rhode Island						●		●			
South Carolina	●					●					
South Dakota	●	●		○	●	●				●	
Tennessee						●					●
Texas			●		●	●			●		
Utah								●			
Vermont	●				●			○			
Virginia						●					
Washington	●		●		●	●	●	●	●		●
West Virginia					●	●					
Wisconsin			●		●	●		●			
Wyoming	●				●	●					

(C) indicates statutes that have not yet been put into effect

SOURCE: LOUIS F. PHILLIPS, FURMAN UNIVERSITY

Source: Chronicle of Higher Education, April 11, 1977, 8.

voluntary systems that recognize those who participate in continuing education activities. A survey of continuing education recognition systems developed in other professions reveals a variety of components that can be considered in the development of a model for library/information/media personnel.

It should be noted that many of the professions which have certification or licensure requirements have in addition, voluntary recognition systems for continuing education that are not related to certification or licensure. This is based on the belief that every professional should continue his/her education on a lifelong basis above and beyond any specific minimum requirements necessary for certification or licensure, and that the professional association has responsibility for providing some system for recognition and encouragement.

For example, the American Nurse's Association supports those states which choose to establish voluntary programs as well as those which choose to have mandatory programs. "In either case the quality of continuing education must be assured by the professional association."[1]

Similarly, the New Jersey Society of Professional Engineers explain that their recognition program for continuing education has no relationship to re-registration of certification. It is a strictly voluntary program to encourage continuing education. It is "Continuing Education" rather than "Re-Certification." "Our program is strictly a Society activity to encourage our engineers to fully develop their qualifications through continuing education."[2]

GOALS

The most frequently listed goals of recognition systems are to: 1) recognize, encourage and support those who participate regularly in continuing education; 2) to demonstrate publicly the profession's willingness and ability to continue education and thereby improve quality of service to the public; 3) to establish quality standards for continuing education programs.

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[1] American Nurses Association. Continuing Education in Nursing: Guidelines for State Voluntary and Mandatory Systems. (Kansas City, Missouri: American Nurses Association, 1975), p.1.

[2] Kenneth G. Stanley, Letter on Recognition System, dated August 24, 1976, and New Jersey Society of Professional Engineers, "Policy Statement: Professional Engineer's Recognition Award" (Trenton, N.J.: New Jersey Society of Professional Engineers, 1976).

OBJECTIVES

Objectives cover a wide range of statements: stimulate participation in continuing education, recognize the individual who has met requirements of the program, improve competencies, support members by providing resources and opportunities in response to needs within the field, prevent obsolescence by keeping current on developments in the field, provide a systematic way of recording continuing education activities.

The American Medical Association explains that their "Physician's Recognition Award" is presented to physicians who earn it by completing the educational requirments. It is not intended as a means of honoring physicians for acts of charity, long and faithful service to the public or medical profession, or for outstanding accomplishments in the field of medicine."[1]

The suggested Professional Advancement Program (PAR) of the American Society of Civil Engineers explains that it is not a guarantee of current competence, nor a license renewal procedure; but rather a means to encourage and support those who participate regularly in continuing education.[2]

ACTIVITIES ACCEPTED FOR INCLUSION IN THE SYSTEM

All systems that were surveyed include courses. Courses offered by institutions of higher education are usually accepted as is, or translated into the system's recognition points. Some groups require the courses to have prior approval. Some systems require that a minimum number of points be accumulated in courses that have been approved in order to assure high quality of offerings. In most systems, one could earn all requirements for recognition by taking courses.

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[1] American Medical Association. The Physician's Recognition Award: Instruction Booklet (Chicago, Illinois: American Medical Association, 1975), p. 3.

[2] American Society of Civil Engineers, Committee on Continuing Education, PAR: Professional Advancement Recognition: A Prepared Program for Recognizing Civil Engineers Professionally Advancing (Syracuse, New York: ASCE, Committee on Continuing Education, 1975).

The following were listed by more than one system (and all were limited by certain criteria or maximum units accepted):

- Attendance at approved meetings (prior approval often required)
- Certain kinds of in-service training
- Community projects (related to the profession)
- Completion of individualized study programs
- Consultation (if documented)
- Exhibits (scientific or AV most frequently mentioned)
- Guided self-instructional activities (documentation required)
- Home Study
- Institutes
- Participation in study groups or groups such as journal clubs
- Participation in teaching or problem-solving clinics
- Presentation of lectures or papers at professional meetings
- Publication of books, articles, book reviews, abstracts--within area of professional competency
- Reading (documentation required)
- Research (if documented)
- Self-assessment activities (if documented)
- Seminars
- Teaching courses (more points for formal classes than informal)
- Workshops

QUALITY CONTROL

Most of the systems reviewed had some method for monitoring quality. Some groups, such as the American Council on Pharmaceutical Education have developed a "Provider Approval Program" which sets forth criteria for quality of programs.[1] This system actually is "recognition" for the providers of approved programs. The American Institute of Certified Public Accountants has established standards for formal group and self-study programs, which include standards for program measurement and reporting.[1] The American Dental Hygienists' Association[2] and the American Society of Microbiology[3] publish guidelines which program developers follow for approval. The American Institute of Bankers and the American Chemical Society develop courses themselves. The American Medical Association approves institutions which offer programs and a percentage of points must then be earned through these institutions in order to receive a recognition award. The American Medical Association also publishes guides for those seeking recognition of their programs.[4]

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[1] American Council on Pharmaceutical Education, Continuing Pharmaceutical Education Provider Accreditation Approval Program (Chicago, Illinois: ACPE,, 1976); and

____________, Continuing Pharmaceutical Education: Approved Providers, July 1, 1977 (Chicago, Illinois: ACPE, 1977).

The American Nurses Association provides standards for continuing education programs because it supports "the concept of continuing education for all nurses as one of the means by which nurses can maintain competence and meet the standards of nursing practice developed and enunciated by the profession.[5]" The association views the formation of standards as a way to : 1) improve and/or maintain nursing practice; 2) promote and exercise leadership in effecting change in health care delivery systems, and 3) fulfill individual professional aspirations.[6]

An exception to the practice of approving programs is the American Physical Therapy Association (APTA) which views continuing education as primarily the responsibility of the individual, neither endorsing nor approving continuing education programs.[1] However, the APTA encourages its members to participate in continuing education, and provides them with a system of storage and retrieval of their continuing education activity (using the CEU as an appropriate measure). Members are also provided with a Master Calendar publicizing many types of activities, and inclusion is based on the following criteria:

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[1] American Institute of Certified Public Accountants. Statement on Standards for Formal Group and Formal Self-Study Programs. (New York: American Institute of Certified Public Accountants, 1976).

[2] American Dental Hygienists' Association. Continuing Education Procedure Manual (Chicago, Illinois: American Dental Hygienists' Association, 1975)

[3] American Society for Microbiology. Evaluation of Continuing Education Programs (Washington, D.C.: American Society for Microbiology, 1977).

[4] American Medical Association, Council on Medical Education. Essentials of Approved Programs in Continuing Medical Education (Chicago, Illinois: American Medical Association, 1970).

[5] American Nurses' Association. Standards for Continuing Education in Nursing (Kansas City, Missouri: American Nurses Association, 1975). p. i.

[6] Ibid.

- the sponsor has administrative and financial responsibility for the program,
- attendance records are kept for 3-5 years and are available on request,
- the program description includes the rationale, purposes, and goals of the program,
- the sponsor provides the names and titles of the program faculty, and methods of evaluation of the participant and/or program,
- the Master Calendar Request is received at least 60 days prior to the program starting date.

Usually there are other components included in the system aimed at approving quality, and criteria are set for accumulation of recognition points (defined as units of achievement in continuing education that can be expressed in terms of hours or credits or a mixture of these).

In many systems a description of a non-approved program, especially its objectives, must be submitted in order to receive recognition points. Many systems honor Continuing Education Units (CEU's) from wherever they may be granted. A Continuing Education Unit is officially defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.[2] As the CEU is being used at an increasingly rapid rate and as it is a new concept to some in the library/information/media field, a few pages on the CEU follow this section on characteristics of recognition systems.

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[1] American Physical Therapy Association, Committee on Continuing Education. Effective Continuing Education -- 'How To' (Washington, D.C.: American Physical Therapy Association, 1975). (Mimeographed)

[2] National Task Force on the Continuing Education Unit. The Continuing Education Unit -- Criteria and Guidelines (Washington, D.C.: National University Extension, 1974).

The majority of systems excluded participation on professional committees, offices in professional associations, tours, travel, viewing of exhibits.

Two systems had an interesting feature: no recognition points would be given unless the participant submitted a long-range plan stating how activities contributed to his/her goal of continuing education.

RECORD KEEPING

Some associations have the individual submit a record of each completed activity to a central office for recording. Several associations are currently setting up computerized data systems for this purpose. The American Society for Medical Technology, for example, maintains a continuous on-line system of all participation and regularly issues transcripts to its subscribers. Other less costly systems call for individuals to keep a record of their continuing education and after a prescribed amount of activity is completed, the record may be sent to the association for approval.

Examples of essentials of two recognition systems give an insight into the type of recording used by those systems with a computerized data base of information for participants in their programs.

> The American Society for Medical Technology (ASMT) has provided its members with a continuing education program which it calls Professional Acknowledgement for Continuing Education (P.A.C.E.).[1] This program is designed to both record the continuing education experiences of those enrolled in it and approve continuing education programs for the awarding of C.E.U.'s. P.A.C.E. records C.E.U.'s (differentiating between whether the C.E.U.'s are from a P.A.C.E.-approved program or not), college and university credits, degrees attained, and certification received. It also records Individual Education Units (I.E.U.). The I.E.U. is designed for activities which do not qualify for C.E.U.'s and is defined as one hour of participation in an educational experience as reported by the individual participant. Examples of such activities are:

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[1] Roach, Gregory, "P.A.C.E.," Cadence, 4 (November/December, 1973). 17-21.

- formal educational programs of less than three hours duration,
- time spent reading journals,
- attendance at professional society meetings,
- educational experiences lacking one or more of the criteria for the C.E.U.

Definite guidelines and criteria have been spelled out for the approval of programs, with the purpose of insuring that only quality programs receive approval.[1] Currently the P.A.C.E. Committee plans to periodically check out such programs to make certain that they live up to statements made in the Program Approval Request Form.

Members of the Society of Nuclear Medicine (SNM) are encouraged to enroll in Verification of Involvement in Continuing Education (V.O.I.C.E.), a system for approving and recording continuing education activities.[2] Three categories of such activities are recognized in the V.O.I.C.E. system: the C.E.U. of the National Task Force, Verified Units of Education (V.U.E.), and Professional Activity Recognition (P.A.R.). V.U.E.'s are derived from attendance at activities meeting C.E.U. criteria, but which have not applied for V.O.I.C.E. approval. The P.A.R. is designed for educational experiences which do not qualify for C.E.U.'s. V.O.I.C.E. employs a point system in which its members receive a certificate of achievement if they accumulate 150 points in two years, with a minimum of 100 points acquired thru V.O.I.C.E.-approved C.E.U. programs. One C.E.U. earns 100 points, one V.E.U. earns 10 points per hour, and a set number of points are assigned for the following P.A.R. activities:

- presentation of scientific papers, lectures, at professional meeting,
- attendance at courses, lectures, or workshops

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[1] Lindberg, David. "One Year of P.A.C.E.," Cadence, 5 (September/October, 1974). 51-55.

[2] Society of Nuclear Medicine. Verfication of Involvement in Continuing Education: General Information and Program Approval Forms (New York, New York: Society of Nuclear Medicine, 1976).

sponsored by hospitals, educational institutions, or professional organizations,
- viewing of scientific exhibits,
- completion of audio-visual study programs,
- publication of an article, textbooks, book review or audio-visual review,
- serving as an elected officer or committee member in the professional organization.

The Continuing Education Reveiw Board (CERB) approves courses, awards them C.E.U.'s and appoints one or more monitors to attend approved courses for follow-up verification. There is a reciprocity relationship between V.O.I.C.E. and the P.A.C.E. program of the American Society for Medical Technology (ASMT), by which V.O.I.C.E. approval is automatically granted when documentation of P.A.C.E. approval is provided.

MEASUREMENT UNITS

There are many different patterms of measurement units. Some organizations have defined measurement units of their own. Examples of this are the American Dietetic Association (ADA) which uses continuing education hours, the American Medical Records Association (AMRA) uses the clock hours, and the American Society of Radiological Technologists (ASRT) uses ECE (Evidence of Continuing Education) points. These units are broader in scope than the CEU and recognize activities not included in the National Task Force Guidelines.[1] Other associations award CEU's to programs which meet detailed criteria, but also have units of their own which are supplementary to the CEU. Examples of these are: the American Association for Respiratory Therapy (AART), the American Society of Medical Technology (ASMT), the American Society for Microbiology (ASM), and the Society of Nuclear Medicine (SNM) which have the IEU (Individual Education Unit). The Society of Nuclear Medicine also has the VUE (Verified Units of Education) and the PAR (Professional Activity Recognition).

However, overall, the single most used measurement is the contact hour. Commenting on this the American Institute of Certified Public Accountants states: "All programs should be measured in terms of fifty-minute contact hours. The shortest recognized program should consist of one contact hour. The purpose behind this standard is to develop uniformity in the measurement of CPE activity."[1]

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[1] National Task Force on the Continuing Education Unit. *op. cit.*

COSTS

Most systems have a registration fee (less for members than non-members), although in some, the system is free to members and open to non-members at cost. Generally costs for members of those systems surveyed ranged from $5.00 to $15.00, and from $15.00 to $25.00 for non-members. The customary practice is to have a separate charge for issuing transcripts on demand. Many computerized systems, however, issue one transcript per year without charge to all who are members of the system.

TIME SPAN

The majority of the systems reviewed make awards on two or three year cycles (more three than two). An individual collects points and when the required amount has been accumulated he/she sends the record to the national office for an award that is valid for a specified time. Some groups do make annual awards, however. The average number of contact hours required per year for recognition in the systems surveyed was 30.

FORMS OF RECOGNITION

Recognition awards are usually in the form of a certificate, billfold cards, paper weights, etc., or sometimes a pin. Some associations give special recognition at association meetings or list those receiving recognition certificates in official publications. A few notify employers so they will know who is participating in continuing education . In a real sense these programs are not just recognizing the individuals participating in continuing education, but they are recognition systems for organizations/institutions which meet exacting criteria for quality in their programs.

Thus the American Council on Pharmaceutical Education publishes a list of "Approved Providers" and the American Medical Association only lists approved sponsors in its Journal of the American Medical Association each year.

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[1] American Institute of Certified Public Accountants, op. cit., p. 8.

SUMMARY

As one studies the various recognition systems invidivually, one is aware of considerable diversity in approaches. However, if one charts the components of various systems, common factors can be identified.

Most of the associations:

1. Do not require continuing education as a condition of membership (the American Dietetic Association (ADA) and the American Medical Record Association (ARMA) are the exceptions).
2. Have guidelines, criteria, or standards developed for approving continuing education programs and single offerings, providers of continuing education programs and/or single program offerings. (Only the American Physical Therapy Association (APTA) neither accredits nor approves activities.)
3. Provide their members with a system of documentation of individual participation in continuing education. (The American Council on Pharmaceutical Education (ACPE) is an exception.)
4. Have individualistic measurement systems, but there seems to be general understanding that continuing education may happen under many different circumstances; that it cannot be limited to one standard definition, regardless of how helpful that definition may be; and that the nontraditional learner needs to be accomodated.

Overall, for the systems reviewed, the state of the art of encouragement for continuing education is healthy, as indicated by the services provided to those who participate in the systems. (Fig. 3-3)

USE OF THE CONTINUING EDUCATION UNIT (CEU)

As a majority of the recognition systems surveyed provided for incorporation of the Continuing Education Unit, the Project Staff considers it important to give some background relative to the CEU and its use.

BRIEF BACKGROUND OF CEU

Since 1969 the National Task Force on the Continuing Education Unit has worked to develop and advance an appropriate means for measuring

FIGURE 3-3

SUMMARY OF SERVICES PROVIDED THROUGH RECOGNITION FOR CONTINUING EDUCATION SYSTEMS BY A SAMPLING OF PROFESSIONAL ASSOCIATIONS, 1976/1977

ORGANIZATIONS	Primary Services Provided
American Association for Respiratory Therapy (AART)	1. Accredits programs to award CEU's. 2. Records individual continuing education activities.
American Council on Pharmaceutical Education (ACPE)	1. Accredits providers of continuing education programs. 2. Publishes a list of accredited providers.
American Dietetic Association (ADA) (another organization is being set up)	1. Grants prior or subsequent approval of activities. 2. Records individual continuing education activities.
American Institute of Banking (AIB)	1. Develops wide array of courses. 2. Recognizes those who successfully take specified number of courses. 3. Coordinates nationwide system of leaders for continuing education study groups.
American Institute of Certified Public Accountants (AICPA)	1. Publishes standards for programs, measurement, and reporting of credits. 2. Offers a wide array or courses.
American Medical Association (AMA)	1. Accredits programs to offer continuing education programs. 2. Publishes annual list of approved programs. 3. Issues the "Physician's Recognition Award" to those meeting specified requirements over a three year period.
American Medical Record Association (AMRA)	1. Grants prior or subquent approval of activities. 2. Records individual continuing education activities.

Figure 3-3 (Continued)

ORGANIZATIONS	Primary Services Provided
American Physical Therapy Association (APTA)	1. Storage and retrieval system for individual continuing education activities. 2. Master calendar of continuing education activities.
American Society for Medical Technology (ASMT)	1. Accredits programs to award CEU's. 2. Records individual continuing education activities.
American Society for Microbiology (ASM)	1. Approves continuing education programs and keeps updated computerized records. 2. On request mails certificates and IEU's (individual educational units) to participants.
American Society of Civil Engineers (ASCE) (Proposed Program)	1. Professional Advancement Recognition (PAR) 2. Establishes guidelines and approves programs. 3. Receives applications and issues certificates. 4. Maintains computerized listing of all PAR holders.
American Society of Radiological Technologists (ASRT)	1. Grants approval of continuing education activities. 2. Records individual continuing education activities.
Florida Engineering Society (FES)	1. Provides the recognition system for society members. 2. Acknowledges those who continue education with Certificate of Continued Professional Development ("In no way is our program related to re-licensure or the element of competency.")

Figure 3-3 (Continued)

ORGANIZATIONS	Primary Services Provided
National Association for Practical Nurse Education and Services (NAPES)	1. Computerized record keeping system for continuing education activities. 2. Approves continuing education programs.
New Jersey Society of Professional Engineers (NJSPE)	1. Issues Professional Engineer's Recognition Award.
Ohio Society of Professional Engineers (OSPE)	1. Passes on qualifying education programs. 2. Public recognition for those who meet specifications of recognition program.
Society of Nuclear Medicine (SNM)	1. Accredits programs to award CEU's. 2. Records individual continuing education activities.
Wisconsin Society of Professional Engineers (WSPE)	1. Passes on qualifying education programs. 2. Publishes annual listing of those who qualify for recognition. 3. Maintains continuing education records of participants.

and recognizing non-credit continuing education. The Continuing Education Unit, or CEU, which has resulted from the work of the National Task Force, today enjoys increasing acceptance and use by a broad spectrum of providers of continuing education--colleges and universities, business, industry, professional associations, government, and labor unions. In September 1977 the National Task Force announced that it was going to provide for a more permanent and continuing body to coordinate the diverse interests making use of the CEU and to provide services not previously undertaken. In one announcement, the matter of quality control was one area which it was stated would receive particular attention. To that end, the Council on the Continuing Education Unit has been incorporated as a nonprofit educational membership association.

PURPOSE OF THE CEU

The CEU was developed as a uniform unit of measurement to assist in the "accumulation" and "exchange" of standarized information about participation in noncredit continuing education. A unique feature of the CEU is its use by a wide variety of recognized sponsors. The term "recognized sponsors" means any body or organization that conducts an on-going series of educational programs and adheres to the CEU criteria established by the then National Task Force.

Another unique characteristic is its adaptability to all existing forms of noncredit continuing education. For example:

- It is easily applied to any recognizable "level" of continuing education ranging from post-secondary to post-doctoral
- It is easily applied to all existing forms of continuing education, including independent study programs.
- The appropriateness of the CEU is judged at the point at which recognition is sought (employer, prospective employer, professional association) by the participant.

It is this item which provides the key to the proper use and understanding of the CEU. The value or worth of the CEU is to be judged at the point which the participant applies his/her CEU for evaluation or recognition. Therefore, those judging the CEU record of an individual are usually in a position to know if a particular CEU experience was appropriate to the participant's job or professional status.

OBJECTIVES

In evaluating any system it is important to understand its stated objectives. The National Guidelines on the CEU list three:

- to develop permanent participant records for noncredit continuing education experiences;
- to provide a uniform system for accumulating data on noncredit continuing education on local and national levels for management and planning purposes, and
- to establish a national system of measurement for noncredit continuing education that will provide valid statistical information for legislative action and public policy decisions.

NATIONAL GUIDELINES

The national guidelines contain three major components: 1) administrative criteria; 2) program criteria, and 3) limitations on awarding the CEU. Also important is the elaboration of the CEU definition.

Administrative Criteria

Administrative Criteria pertain to the responsibilities vested with agencies or organizations that decide to produce CEU programs. The criteria relate to organization, control and maintenance of permanent records. Program sponsors must have an education arm with a professional staff and offer an organized schedule of continuing education programs. The educational arm must maintain administrative control of the programs to insure that the educational objectives are met. The program sponsor must agree to maintain permanent records of individual participation and provide copies of such participation upon request.

Program Criteria

Program Criteria apply to each program offered and require specific actions by the program sponsor on each element of criteria before the program is offered. The program should be planned in response to an educational need of a target population. Representatives of that target population should be involved in the planning process along with the program sponsor and faculty or knowledgable resource persons.

There should be a statement of purposes and goals and qualified instructional personnel employed to carry out these purposes and goals.

Specific performance requirments must be established in advance of the program in order that successful participation may be determined. An evaluation procedure to measure the effectiveness of the program must be established and employed.

In addition a registration process must be used to provide sufficient details for permanent records. The guidelines require permanent records to include at least the following: name of the individual participant, participant's social security number, program title, completion date, and number of CEU awarded.

Limitations on Awarding CEU

The inclusion of limitations on awarding CEU in the guidelines provides a rather clear delineation as to what constitutes meaningful continuing education and to correct many of the early abuses of the CEU. Credit programs, high school equivalency programs, orientation programs, committee meetings, special assignments for making policy statements, meetings and conventions (unless structured as CEU programs) do not qualify for CEU. Also excluded are most mass media programs, recreation, work experience, professional activities, and self-directed studies (unless structured as CEU program). Some of these activities, however, may qualify for CEU if properly structured to meet the criteria.

On the next few pages are two examples which demonstrate the flexibility of the CEU, but at the same time illustrate that quality is a built-in feature of the programs.

EXAMPLE OF A METHOD OF RECORDING PARTICIPATION IN CEU PROGRAMS

Believing that a uniform system for recording an individual's progress of maintaining currency in his/her profession would be of extreme value not only to the adult student, but to his/her employer, and noting the advances in using CEU for total institutional reporting, the University of Missouri-Rolla, in the summer of 1970, initiated a permanent record system using the CEU as a unit of measurement.

Current procedures are as follows: the appropriate CEU value is assigned to every noncredit extension activity. For normal teaching situations (short courses, noncredit courses, conferences, and the like), one CEU is given for every ten contact hours as prescribed in the definition of the CEU. For less formal modes of instruction (work experience or independent study), the CEU value assigned relates to the number of instructional hours required in a conventional classroom situation to achieve the same degree of knowledge transfer. This value is determined by the program planning committee members.

In describing the program Stephen A. Douglas, Assistant Dean of Extension and Continuing Education, comments:

> It is our feeling that CEU's should be awarded to all those registering in a formal manner. The ultimate value and/or utility of the CEU will be determined by the user (employer, accrediting agency, or other institution, for example) who is evaluating the continuing education progress of an individual. The user should place his own value on the educational return for someone attending a large conference or meeting.[1]

One transcript is mailed to each student as part of the cost of each program. If desired, the computer will supply a transcript showing a cumulative record to date of all the courses presented by the university attended by a particular student. If students request that transcripts be sent to specific organizations or individuals, the computer will send them out.

In summing up the value of the program, Douglas states:

> The Continuing Education Unit may be used to measure, record, report, transfer and reorganize adult participation in noncredit programs. It can be applied to professional continuing education, vocational retraining and adult liberal education... It will be of significant value to both participants and employers to have available a permanent record of their efforts to make education a continuing process. Likewise, such records may provide an individual with the means with which to demonstrate to a prospective employer his efforts to keep abreast of the latest developments in his field of endeavor.
>
> Through the CEU, personnel offices can receive reports with standard format for interpretation and supervisors

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[1] Stephen A. Douglas. A Computerized System for Multi-Institutional Filing and Report of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout (Columbia, Missouri: University of Missouri Extension Division, 1974), p. 3. (ED 091 611) For an example of a computerized system at another state university, see: Carl D. Hadsell and Ronald W. Ervin, "Continuing Education Unit Computer-Assisted System at West Virginia University," College and University, (Fall, 1975), 49-61.

> can review and evaluate the employee's record and continuing education progress much more accurately. In the years ahead as other educational institutions adopt CEU's, this may become increasingly valuable.[1]

EXAMPLE OF THE CEU FOR PLANNED, GUIDED INDEPENDENT STUDY IN CONTINUING EDUCATION

Making use of the potential flexibility of the CEU, the Maryland Chapter of the American Physical Therapy Association has designed an innovative way to use the CEU for planned, guided independent study for continuing education.

Believing that the ultimate responsibility of the individual for his/her own learning makes independent study stand out as probably the most important aspect of continuing education for practicing professionals, the American Physical Therapy Association (APTA) Maryland Chapter has used the CEU Guidelines for awarding continuing education units for independent study and at the same time devised a plan to stimulate the individual to take the responsibility for his/her own self-improvement. In brief, the program is developed around small group workshops which are led by individuals trained and skilled in organizational development.

> Workshops will set individual goals, establish possible resources, appoint qualified advisors, and determine evaluation procedures for achievement of the objectives. Participants will fill out self-assessment forms to establish interests, needs and professional and personal goals. Once these are identified specific learning objectives, resources and evaluations will be planned by the individual with help from workshop leaders. Criteria for meeting the objectives will have to be clearly specified. The number of CEU for various activities will be established based on the average amount of time for the activity to be performed (2 hours of independent study = 1 CEU).[2]

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[1] Ibid., pp. 5-6.

[2] K. Brick, "Draft of Continuing Education Model and Plans for Guided Independent Study," Continuing Education Committee, American Physical Therapy Association of Maryland, College Park, Maryland, 1976. (Mimeographed).

Individuals are then free to work on their own, at their own pace, but receive as much guidance as their program demands. Small group workshops are held at monthly intervals for additional group learning experience, group support of individual efforts, and evaluation of progress. Finally, an evaluation workshop is held after one year to evaluate the learners, the advisors, and the program. New goals can then be established and the process begins again. The program is designed to be voluntary and informal, combining individualized and group interaction modes of instruction.

This method of self-assessment is very similar to that described by Dr. Malcolm Knowles[1] at the first CLENE Assembly in which he challenged attendees to use competence-based learning contracts as vehicles for organizing systematic programs of continuing competency development. It is also similar in some respects to the continuing education approach through independent study presented by Artemis Kirk in a provocative article in the March 1976 Special Libraries.[2]

SHOULD PROFESSIONAL ASSOCIATIONS ADOPT AND USE THE CEU?

As a final point of discussion regarding the CEU in this section of the report, reference is made to a paper presented by John W. Enell, Vice President for Research, American Management Association, at a Conference on the CEU, December 8, 1975.[3]

He presented a helpful checklist to the conferees to be used in helping an association decide if it should adopt and use the CEU in its continuing education endeavors.

He suggested considering the issue under five topics and under each of these he asked specific questions, important to any organization thinking of adopting the CEU. This Checklist is presented in Appendix B-18.

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[1] Malcolm Knowles, "Model for Assessing Continuing Education Needs for a Profession," in Proceedings of the First CLENE Assembly, January, 23-24, 1976, Palmer House Chicago (Washington, D.C.: CLENE, 1976).

[2] Artemis G. Kirk, "Model for Continuing Education for Special Librarians," Special Libraries, 67 (March 1976), 138-144.

[3] John W. Enell, "CEU Checklist for Societies." Paper presented at the Conference on the Continuing Education Unit in Business, Industry, Government, and Associations, Washington, D.C., December 8, 1975.

APPROVAL OF CONTINUING EDUCATION PROGRAMS

As emphasized in the previous section, the CEU is designed for approval of single programs and courses, each of which needs to be carefully designed in keeping with established guidelines. Usually, approval of programs from academic institutions is handled differently by the professions. Total programs of an institution are approved through the accreditation process. For example, in the medical profession, as a result of an increasing emphasis in the profession on continuing education, it was decided that continuing education was a separate segment of medical education and therefore should be subject to the same system of appraisal and evaluation which has been developed for other phases of medical education.

As a result in 1957 a Guide Regarding Objectives and Basic Principles of Post Graduate Medical Education Programs was produced and was later revised in 1960 and in 1967 and is still being used.[1] The objective of this publication was to set forth objectives for post-graduate continuing education programs; implement these by devising criteria or standards compatible with the guide on objectives; and develop a guide setting forth and explaining the criteria of acceptable programs and distribute such guides to all institutions known to be concerned with developing continuing education programs.

The next step was to devise methods for evaluating institutions to implement such an appraisal program and on the basis of the foregoing, publish in the Journal of the American Medical Association only courses and programs meeting the criteria of acceptable programs instead of presenting an unselective listing. In order to approve institutions offering continuing education programs a nine-step procedure was designed for site surveys involving one and one-half days at each institution offering a program consisting of several courses or more. In the site surveys attention is concentrated on the institutions rather than on the individual courses.

> It was the feeling, which has been verified by the visits, that it would be possible to determine whether an institution had adequate resources to carry on programs, including faculty, physical facilities and funds; whether it was genuinely accepting responsibility for the conduct and the quality of its courses; and whether it was using a significant portion of its resources for its continuing education program.[1]

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[1] American Medical Association, Council on Medical Education, Essentials of Approved Programs in Continuing Medical Education (Chicago, Illinois American Medical Association, 1970). (Title changed in 1970).

[2] C. H. William Ruhe, "The American Medical Association's Program of Accreditation in Medical Education" (Chicago, Illinois: American Medical Association, 1971), p. 6. (Reprint).

In other words approval is in the nature of a certification that an institution is qualified to present continuing education courses, rather than certification that each individual course meets certain minimum standards of excellence. This is a completely voluntary process by nature; that is, each organization requests survey and review of its program for possible approval. Those who do not care whether their programs are approved do not request a survey of their programs. Over 300 institutions and organizations now have received approval of their programs and therefore all are listed in the annual directory of the AMA.

Since 1973 the American Medical Association has had five categories of institutions and organizations which its Council on Medical Education and its Advisory Committee on Continuing Medical Education will consider for survey for approval: Medical schools with departments of continuing education, and hospitals affiliated for their continuing medical education; specialty medical societies, if national or regional in influence; state medical associations or societies (components of the AMA) with recurring continuing medical education activities; and hospitals which have annual or recurring continuing medical education activities and which attract physicians in appreciable numbers from three or more states or territories; and other organizations or institutions of national or regional influence attracting physicians in appreciable numbers from three or more states or territories, with recurring continuing medical education activities.

In library/media/information science there is at the present time no provision for approval of continuing education programs in organizations and institutions, yet the demand from those surveyed was for some way to provide for quality control for all programs being offered. In an effort to display some of the basic data that is necessary for approval of programs and/or courses in either system (course by course, or program overall), CLENE, as a result of demand from the field, started publishing in January, 1976, a Directory of Continuing Education Opportunities from information sent to it by sponsoring library/information/media education programs, professional associations, and state library agencies. Examination of the type of information requested for listing in the directory will indicate that many of the essential features called for in approval of courses and programs are covered in this material so that the prospective student can have some idea of the quality and direction of the program. Thus behavioral objectives, level of course, methods of instruction, expected participation on the part of the participant, leaders of the programs as well as the usual information on support, time, costs, etc. are displayed in the Directory. In this approach, based on studies in other fields, such as in continuing education sponsored by the National Science Foundation,[1] a major recommendation has been that it is essential that enough information be given about coming education opportunities for students to know in advance what can be expected and for planners of continuing education to know what is available so that gaps can be filled and duplication avoided. CLENE considered publication of the annual Directory as an important step forward in this area of providing prior information about programs, and was disappointed to learn that this step toward quality control, although it had been demanded by the practitioners in the field, was not readily accepted by the sponsoring organizations who resisted the amount of information requested and some programs do not send in their offerings because of the time and effort involved in filling out the forms. (See Appendix B-19).

This demand for approval of programs and courses is not unique to the library/information/media field. In the article quoted previously from the Chronicle of Higher Education, Phillips was cited as stating: "The quality question has caused an upsurge of accreditation activities in the professions. Organizations that do not have a means for having their programs sanctioned are demanding some form of accreditation."[2]

Developing along with recognition for continuing education in the professions has been the growing demand for nontraditional continuing education opportunities which would be available to all practitioners without barriers because of geographical location. The format that has been most widely accepted in the recognition systems has been home-based study programs. Next, we turn our attention to some of the characteristics of modern home study as it is designed to meet the individualized criteria of practitioners.

HOME STUDY: A PRODUCTIVE DELIVERY SYSTEM

Today, according to Labor Department statistics, there are more than 5 million Americans enrolled in correspondence courses--about two-thirds as many students as attended all U.S. colleges and universities.

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[1] Continuing Education for R&D Careers: An Exploratory Study of Employer-Sponsored and Self-Teaching Models of Continuing Education in Large Industrial and Federal Government Owned R&D Laboratories. Prepared for the National Science Foundation by Social Research, Inc. (Washington, D.C.: National Science Foundation, 1969). (ED 035 813; NSF 69-20)

[2] "Certification for Professionals," op. cit., p. 8.

> By age, occupation, and course of study, correspondence students are a varied lot. But, most of them have one thing in common: Their studies have a vocational purpose; they learn to earn. Many of those taking mail courses hope to move up military or civilian job ladders, enter a different occupation, learn a work skill, or update their training to keep pace with technological change.[1]

HOW DOES MODERN HOME STUDY DIFFER FROM TRADITIONAL CORRESPONDENCE COURSES?

To start our discussion of home study as a productive delivery system for continuing education of practitioners, let us examine some of the ways that, according to the literature, modern home study differs from traditional correspondence courses. These may be summarized as follows:

1. Materials are prepared by a team of experts, who share what have been the functions of the teacher. This new method is most typical in the development of teaching programs for programmed instruction, but it is in no way limited to programmed instruction.

2. Special arrangements are provided in home study materials, so that individuals who may live in the same general locality have the option of getting together as study groups or seminars.

3. Another characteristic is the assignment of various people who provide information, to bridge the wide distance and to stimulate the students' capacities for learning by the frequent use of various sense organs in the media compound. Examples are found in the models of the radio and cable television educational programs.

4. The organization of the material to be learned follows definite methodical objectives. It is based on a previously conducted analysis of the aims of learning, of the groups of addressees, and of the steps in learning that follow one another logically.

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[1] Patricia Marchall, "Training by Mail," Manpower Magazine, 2 (March 1970), 8.

5. Home study is characterized by methodics. Multiple means are used to foster studies, study instruction, and control--by which this type of study differs from that undertaken purely on one's own. These means include a correcting service, tests controlled by the student himself, and a graphic presentation of the study materials, which facilitates learning, etc.

6. Another characteristic is the dependence on cooperation with various education bodies (e.g. libraries) and with organizations that have technical apparatus, such as libraries, and appropriate technical knowledge at their disposal. To integrate home study into a national system, libraries could be used a media centers where films, video tapes, other audiovisual materials, book scripts, and so on are available.

7. Because of its diversity and comprehensiveness, home study enables people to correct previously neglected decisions about continuing in a more demanding line of education, which is the aim of most people who take part in further education.

8. Home study is highly individualized and is adaptable to the individual's pace, time, and place of study.

9. Home study presents an opportunity for comparing professional experience and the theorization of that experience to an extent that has so far been impossible in existing institutions.

10. Study letters are used which try, by a variety of means, to draw the participants out of a purely receptive position, activate them, and make them partners with the home study institute in the learning process. Study letters attempt to make use of the professional experiences of the participants and help them to assess this experience problematically and critically. The aim of this approach is more effective teaching--by giving information about the latest stand in specialist discussion, modern teaching methods, and educational ideas. Participants are encouraged to try out new

methods in their jobs and synopses of their experiences are produced and sent to other participants.[1]

HOME STUDY DEFINITION AND ADVANTAGES/DISADVANTAGES

Home study is enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order to study by a learner on his/her own. When each lesson is completed the learner mails the assigned work to the school for correction, grading, comment, and subject matter guidance by qualified faculty. Corrected assignments are returned to the learner. This two-way communication provides the personalized learner-facilitator relationship.

In modern home study, written material still dominates, but other media are being added at an increasing degree. Not until objectives have been clearly worked out for each module is the choice of media for a modern course made. The production of modern home study is based on a systematic choice of media for the material to be disseminated.

Considering the choice of media available and actually used, the term correspondence study has been less and less used. A translation of Fernstudium, which means "distance education" might better cover the concept, but the term in current use is "home study." It is not ideal, however, taking into account its use as adapted for group study and its use in locations other than the home, such as car, office, etc.

SOME ADVANTAGES AND DISADVANTAGES OF HOME STUDY

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[1] The ideas summarized here are taken from recent writings in the area of home study, including:

Robert P. Cavalier, "Continuing Education in Professional Associations: American Institute of Banking." Paper presented at Mini-Workshop on Continuing Education sponsored by the Standing Committee on Continuing Library Education of the American Association of Library Schools during the annual meeting of the Association. Washington, D.C., January, 1973. (Transcription of the tape. Also interviews with Dr. Cavalier.)

David I. Mathison, "Corresponence Study in Multimedia Learning Systems," Continuing Education for Adults, No. 154, 1970.

Karlheinz Rebel, "The Necessity of Further Education in the Professions and Home Study as a Means of Realization, " Convergence, 3 (No. 4, 1970), 66-75.

Charles A. Wedemeyer and Robert Najem, "AIM: From Concept to Reality: The Articulated Instruction Media Program at Wisconsin." Syracuse University No. 61, August, 1969.

The phenomenal growth of home study is due to the several advantages that are claimed for its methods: they are flexible: they reduce unit costs because fewer teachers are required; they do not discriminate among learners; each learner can proceed at his own pace and place; a wide range of subjects can be covered. Home study is particularly valuable to people living in remote places, serving in the armed forces or working on shifts. It is also a godsend to those who are too shy to attend classes and to those in high administrative positions who need to learn, but hesitate to expose their need to their associates. Home study, combined with modern teaching methods, makes possible a planned, directed, and systematic program of further education for everyone for an entire lifetime.

However, it is important to realize that no single mode of delivery is attractive or appropriate for all potential learners. Some of the possible disadvantages of Home Study are:

- Mail delays.
  A student will not get immediate feedback with respect to exercises and examinations because of the time it takes for mail deliveries between the student and the school. Delays are also caused by unexpected circumstances in the lives of faculty evaluators which cause postponment in the evaluation of student papers. As one respondent said in the survey of nontraditional learners in Iowa, "Feedback is slow in coming--which loses its impact and effectiveness."[1]

- Credit transfer.
  Home study schools usually do not allow students to transfer work completed at one home study school to another.

- No face-to-face contact.
  Some people prefer the classroom mode of learning and the social interaction between the learner and the teacher and the learner and other learners.

- Distraction.
  Home study students may have difficulty finding a quiet place to study.

- Self-discipline
  Home study students may have difficulty discipling themselves to devote a specified number of hours each week to study.

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[1] Hamilton, op. cit., p.53.

SOME GUIDELINES FOR THE DESIGN OF HOME STUDY COURSES

From the literature[1] on home study one can arrive at some basic guidelines for the design of home study courses. These include:

1. Educational outcomes or behavioral objectives must be clearly stated for each course and each module of courses, assignments and examinations should measure the attainment of these objectives. Learning resources should be provided for each course in keeping with the objectives set for the course. Resources presented should be based on an analysis of the objectives, of the groups of addressees, and of the steps of learning that follow one another logically.

2. The prepared courses of study should be based on a systematic choice of media and include various modalities of learning resources, which generally should make use of the following:

    - Syllabi to guide study
    - Narrative text and/or study letters
    - Practical questions which provide understanding of theory, skill development, and real-world application
    - Self-diagnostic evaluation
    - Assignments
    - Annotated bibliography, including different types of media, such as films, cassettes, slides, etc.
    - Feedback mechanisms to evaluate courses and individual modules
    - Readings
    - Graphic presentation of study materials
    - Tests

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[1] See: Borje Holmberg, "Correspondence Study: Lost or Found?" Convergence, 5(No. 2, 1972), 14; William J. Driscoll, "New Developments and Changes in Independent Study: USA," Convergence 5(No. 2, 1972), 36; Howard Sheath, "Integrating Correspondence Study with Resident Study at the University Level," Convergence 5 (No. 2, 1972), 15-20; Michael Moore, "Learner Autonomy: the Second Dimension of Independent Learning," Convergence, 5(No. 2, 1972), 76-88; National Home Study Council, A Bibliography on Education for Home Study Educators (Washington, D.C.: National Home Study Council, 1977); Gayle B. Childs, "Recent Research Development in Correspondence Education," in: Ossian MacKenzie and Edward L. Christensen, The Changing World of Correspondence Study, (University Park, Pennsylvania: Pennsylvania State University, 1971).

See also the six Guidelines presented in Part II, Volumne II of this report.

- Guides for Leaders or Advisors of Study Groups
- Suggestions for Faculty Graders
- Programmed elements
- Radio/Television

3. Whenever it is both feasible and not unduly expensive, information and concepts should be presented in more than one medium.

4. Courses should suggest resources which can be used in a media center (library or other facility) which has access to media hardware and software to stimulate the participant's capacities by use of various senses.

5. Generally home study materials should follow a basic pattern or format:

   - Course contain five to eight modules
   - Teaching materials designed to be sent monthly or more often
   - A correcting service provided for all assignments
   - Each course make provision for and take into account the possibility of the organization of voluntary Study Groups for participants living in the same area
   - At the end of the course the successful participants are given a certificate or some other form of acknowledgment for completion of the course.

6. Information and concepts that are to be mastered should be reinforced in as many ways and at as many points as is necessary.

7. To facilitate learning, all units or divisions of the course should be designed as modules. A module is a systematically designed self-contained unit of instruction and all the elements that go with it to meet the needs of students in order to help them achieve the stated objectives. A module usually contains a statement of objectives, guidelines and resources for reaching objectives and an evaluation component to assess attainment of objectives.

   - Each module should deal with one major concept or cluster of related concepts. Each module should be separately printed or packaged separately.
   - The modules should be designed in such a way that the participant can proceed through the program at his/her own time, place, and pace.

- The modules should contain materials and references that will stimulate the participants to augment their learning from other sources after they have mastered the materials in the modules provided.
- Based on feedback received from participants and Faculty Graders, modules should be revised an updated.

8. Course examinations and assignments should be required for each module, and all examinations should require submission for evaluation by qualified faculty. Examinations should be both performance based and objective type. A final examination covering all modules should be included. Throughout the course, self-scoring quizzes, optional readings and other outside projects should be included with the lessons.

9. It is recommended that Study Letters be sent to participants by course authors or Faculty at intervals. These study letters, often accompanied by other materials, try to draw participants out of a purely receptive position, activate them, and make them partners in the learning process. The Study Letters attempt to make use of the professional experience of the participants and help them to use this experience problematically and critically.

   The aim of the Study Letter approach is to create more effective library and information service--by giving information about the latest stands in specialist discussion, uses being made of new technologies, examples of innovative practices, etc. In essence it provides an individualized updating feature along with previously prepared course materials.

   Students are encouraged to try out suggestions in their own work and synopses of their reports of experiences are produced and sent to other participants.

10. There should be a clear and precise statement of the audience that each course is designed to reach. That is to say, there should be indicated the level of difficulty (basic or beginning, intermediate, advanced), the target audience (top administrators, middle managers, paraprofessionals, etc.), etc.

PROFESSIONALIZATION

Modern home study schools have tended to build up a core of professionals to direct and coördinate the development of courses. In recent years more and more trained adult educators with doctoral degrees have become associated with the direction of home study programs, both in private schools and in universities. Besides adult educators, there are often specialists on the staff such as student personnel specialists, educational technologists, editors, and occasionally skilled researchers.[1] But in spite of improvements in recent years, many courses are still sub-standard and must be upgraded.[2] Lavin offers 41 suggestions for carrying out such improvements.[3]

However, for two categories of persons involved in home study, the faculty who develop the content of the courses and the faculty who read, grade and respond to the written papers submitted by the students, there is a need for specialized training. It cannot be assumed that an effective classroom teacher can, without special training, prepare text for home study courses or guide and advise the student as he/she proceeds through the modules of a course. Specialized training for these roles needs to include learning theory and instructional development concepts.

The sign of professionalization is usually the existence of a professional organization and journal. There are two which serve in the area of home study.

The National Home Study Council

One of the Project's early and beneficial contacts was with the National Home Study Council. This agency is an accrediting body for home study schools and evaluates their programs with rigorous criteria and periodic review. The Council has been in existence for 50 years, accrediting, promoting and setting standards for the home study profession. The Council is particularly interested in the development of evaluation techniques for home study, and in the establishment of quality home study programs. Through their Assistant Director, Michael P. Lambert, who served on the Recognition/Home Study Advisory Board, the Project Staff were briefed on the current advances in home study presentation, teaching, production and marketing, as well as techniques in public relations for home study courses.

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[1] William J. Driscoll, "New Developments and Changes in Independent Study: USA," Convergence, 5(No. 2, 1972), 27.

[2] Ibid., p. 29.

[3] M. H. Lavin, "Correspondence Study: Course Revision and Course Development," in Aspects of Independent Study, ed. J.W. Pfeiffer and D.L. Sabers (Iowa City, Iowa: Bureau of Instructional Services, 1972), pp. 15-23.

The NHSC carries on a continuing professional development program for home study educators in the form of seminars, workshops, and conferences devoted to correspondence education. Each year the NHSC sponsors seminars and workshops around the country which are open to those interested in home study education.

The NHSC prints and distributes a variety of literature on correspondence education and publishes a periodic magazine, the NHSC News.

National University Extension Association

University independent study programs are served through the Independent Study Division of the National University Extension Association. Annual meetings are held, proceeded by workshops on topics of current interest. Communication is maintained by means of the Newsletter. A stimulus was provided by NUEA when it instituted a few years ago, annual awards for outstanding study guides. Each year member institutions are invited to submit their best study guide for competitive judging. Awards have been in three categories: college, high school, and noncredit. The Project Staff visited the National Offices of NUEA and received copies of their publications.

Examples of Delivery Systems for Home Study Programs

The Open University

Another important contact by the Project Staff was with the Open University of the United Kingdom. It was the Open University which, in large measure, stimulated interest in and gave impetus to the establishment of systematically developed technologically aided nontraditional programs of study in the United States.

The Open University was designed in England in the 1960's and launched in January, 1970. Adult learners enroll without formal academic qualifications, and are able to study independently at home, using specially prepared correspondence materials, weekly tests delivered by mail, and related articles and speeches of interest. Learners also have the advantage of weekly broadcasts over BBC radio and television. At regional counselling centers they are able to meet with their tutors for help with learning tasks and planning programs of study. "The Open University is a wide-ranging att[illegible]pt to mesh conventional and technologically oriented means into courses of quality, with attention to concerns of substance and course content on the one hand,

and process and learning procedures on the other. Interests of the learner have been given top priority at Open University."[1]

Recently, the Open University has opened study centers at the Universities of Houston, Maryland and Rutgers. Dr. Kenneth A. Thompson, Director of the North American Office of the Open University, was interviewed by the Project Staff concerning the program in the United States and the United Kingdom. The Project Staff was extremely interested in the use of media and the sophisticated methods of development of courses by Course Teams which include subject specialists, academic staff, British Boradcasting Producers and educational technologists. Members of the Project Staff were invited to attend the Open University and Lifelong Learning Conference and Exhibition, held April 29, 1977, at the British Embassy in Washington, D.C. where members of the Open University Program presented examples of the use of various media in home study courses and answered specific questions about the Open University's North American progams.

American Institute of Banking

Another home study system that the Project Staff visited was the American Banker's Association's education division, the American Institute of Banking, which for 76 consecutive years has been carrying out a program of home study. The Project Staff visited the Washington office to examine in detail the procedures, forms, staffing and administration of a large home study school. The Institute provides its membership with home study courses and programs in the fields of Banking and Finance, Management and Supervision, Language and Communication with provision for general electives. The Institute's certificate programs are available to every level of personnel in their membership, to prepare them for effective banking service. Several levels of certification are built into the system which serve as incentive and recognition for "the conscientious and well-motivated student who wishes to follow a program of studies individually tailored to interests and career goals."[2]

One of the features of the Institute's program which initially attracted the Project Staff was the use of study teams to supplement the learning gained by students in the Institute's correspondence study program. These teams are part of a plan in which employees of a bank, employees of different banks or any members of an American Institute of Banking Chapter meet periodically to discuss in greater detail some of the concepts in the correspondence course with a qualified individual designated as the Team Advisor. This person is responsible for scheduling each meeting, facilitating group discussions, electing the lesson to be worked on by the group, assisting in the preparation of a team composite response to a lesson or exercise in the course, and critiquing the team's interaction which accompanies each lesson.[1] As can be seen in the section on the pre-test of this course, the Project Staff is indebted to the Institute for some of its procedures for Study Groups in Alaska, Michigan, and Oklahoma.

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[1] Wesley W. Walton, Productive Delivery Systems for Nontraditional Learning (Palo Alto, California: Stanford University, 1975), p. 11.

[2] American Institute of Banking, AIB Student Catalog (Washington, D.C.: The Institute, 1976), p. 33.

Home Study Institute

The Home Study Institute in Takoma Park, Maryland, is an established school of home study involved with every level of learning by correspondence from elementary school to professional continuing education. Its operations are contained within the building which houses not only the administration of the school, but its faculty, authors of course materials, and producation staff, including complete printing facilities and packaging operations. The Institute has students on every continent and accepts 4 to 5 thousand student enrollments each year. It operates branch schools in 7 countries. The Project Staff spoke with Dr. T. E. Wade during a visit to the school, were given a tour, and heard an explanation of the Institute's goals and mission. The Institute, which has been in existence since 1909, is an example of a large, self-contained home study school which has built a reputation on the delivery of quality courses, either for credit or noncredit, to those who have the most need of them--those in isolated areas or situations. The Staff of the Institute was partucularly helpful and gave the Project Staff examples of forms and procedural manuals which related the details of routine operation of their school. Dr. Wade also described in detail the manner in which courses for the Institute are developed, evaluated and revised.

The Project Staff endeavored to glean from all of these programs the best aspects of each, and found these contacts of immeasurable value in the development of the procedures and guidelines presented in Volume II, Part 2 of this report.

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[1] _Ibid_., p. 12.

THE DIMENSIONS OF HOME STUDY

From the literature available in the field the conclusion seems justified that there has only been a beginning made in the search for a theory of independent learning. Many years of research lie ahead in order to uncover the full dimensions and identify the relations of the parts of a theory of independent learning.

In this area of a development of theoretical concepts relative to independent learning, Michael G. Moore[1] of the University of Wisconsin has stated a hypothesis that is of interest. He chooses to divide all teaching into two categories—"contiguous teaching" and "distance teaching."

In "contiguous teaching" he includes lectures, seminars, classes and tutorial methods. In these methods, the teacher as he teaches is in immediate physical proximity to the learner as a learner, so that communication is by human voice and there is immediate, spontaneous, often emotionally motivated interaction between the learner and the teacher, and usually between a learner and other learners. The distinguishing element in contiguous teaching is "social interaction."

He explains that distance teaching belongs to the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in contiguous teaching would be performed in the learner's presence, so that the communication between the teacher and the learner must be facilitated by print, electronic, mechanical, or other devices.

Next he identifies two types of learning programs--"individualized methods and programs" and "non-individualized methods and programs." The former he characteritizes as a method which leads the learners to control the rate of their progress in learning, and includes programs demonstrating this characteristic: programs in which the communication medium is correspondence (mail), the computer, programmed text, or teaching machine and independent learning on campus. The "non-individualized methods and programs" he distinguishes as methods and programs which provide learning experiences at a pace that lies beyond the learner's control, including the use of the telephone, tape, radio and television.

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[1] Michael G. Moore, "Learner Autonomy: The Second Dimension of Independent Learning," Convergence, 5 (No. 2, 1972), 76-87.

Next he dichotomized organized programs into "dialogic" and "non-dialogic." In the former he placed programs that provide a means of interaction between the learner and his teacher, while in the latter he placed programs which provide no communication with the teacher himself.

Dichotomizing the literature in this way, he presents the following picture of the field:[1]

Individualized	Dialogic:	Independent learning on campus Correspondence/Home Study
	Non-Dialogic:	Programmed instruction Computer-assisted instruction
Non-individualized	Dialogic:	Telephone
	Non-Dialogic:	Tape Radio Television

From his research, Moore further concludes that although distance is an important element in individualized learning, a second dimension is present which is also important. This second dimension he calls "learner autonomy," which indicates the degree of control the learner has over his/her learning. This leads him to the conclusion that:

> We will eventually be able to classify programs of non-contiguous teaching according to the extent to which learners control and influence the learning; that a relationship between this "autonomy" and individualization and dialogue will be found; and that these are the key characteristics on which a full theory of independent learning and teaching will be built.[2]

In order to understand this second dimension of learner autonomy, Moore identifies the main components of teaching and learning, as follows:

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[1] Ibid., p. 78.
[2] Ibid., p. 80.

1. Identifying problems, setting goals, and planning strategies for achieving the goals and solving the problems. We refer to these activities as the instructional processes of preparation.

2. Gathering data, information, and ideas; experimenting and testing the data, information and ideas to arrive at solutions of problems and to meet the goals. These activities we call the instructional processes of execution, or the executive processes.

3. Arriving at conclusions and making judgments about the appropriateness of the information and ideas for solving problems and meeting the goals. These we call the instructional processes of evaluation.[1]

Moore contends that how successfully education prepares the autonomous learner is the criterion of its "excellence." Dewey expressed it this way:

> The criterion of school education is the extent to which it creates a desire for continual growth and supplies means for making the desire effective in fact.[2]

If the various forms of child education are effective, the adult learner is one that knows how to succeed through each of the instructional processes. --preparation, execution, and evaluation. He has what Thelen calls "captaincy of self," so that in education situations he is "aware of the many choices among the ways he might behave; he will make decisions among these ways; he will then act and see what happens; he will review the process and study it with the help of books and other people; he will speculate about it and draw tentative conclucions from it."[3]

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[1] Moore, op. cit., p. 84.

[2] John Dewey. Democracy and Education. (New York: The Free Press, 1966), p. 53.

[3] Herbert A. Thelen. Education and the Human Quest. (Chicago: University of Chicago Press, 1972), pp. 27, 89-90.

The autonomous learners are selective, giving up their autonomy and going to teachers and others when they need help, but they will not give up all over control of the learning process. They therefore seek a participator kind of teaching which in Maslow's words is "receptive rather than instrusive,"[1] and which helps them to discover their own problems, aptitudes and answers.

Moore's conclusion is that autonomy in learning is the goal to be sought and that distance nurtures autonomy, and that autonomy and learning are the twin foundations of independent learning. If his hypothesis is accepted, this leads to some important implications for distance teaching, including home study program developers and teachers.

First, home study should pay more attention to the preparation of programs that attract autonomous learners. When a learner has gone beyond the need for dependency on a teacher's proximity, "a teacher's proximity is more inhibiting and its distance more stimulating."[2] Harper made this point years ago: "The correspondence student is led to investigate, to be independent in his study, and to have confidence in the results of his own investigation, which the student who has constant resource to his instructor does not have." [3] Therefore in the future the developer of home study courses should not attempt to provide learner dependency at a distance, but rather to emphasize that distance teaching methods, exemplified by home study, are naturally suited to the autonomous learner.

Second, "the growing revulsion against dependency in school education is likely to make autonomous methods more popular, and autonomous school-leavers more numerous." [4]

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[1] Abraham H. Maslow, "Some Educational Implications of the Humanistic Psychologies," Harvard Educational Review, 38 (No. 4, 1968), 685-695.

[2] Moore, op. cit., p. 84.

[3] William Henry Harper, "The System of Correspondence." In: Ossian Mackenzie, ed. The Changing World of Correspondence Study. (University Park: Pennsylvania State University Press, 1971), p. 12.

[4] Moore, op. cit., p. 84.

If by the year 2000 there are indeed more autonomous learners and home study programs have been developed to the point to have appeal to autonomous learners, there should be a great increase in the demand for home study programs. Therefore increasing attention should be given to preparing the content of home study programs in such a way that they will appeal to the autonomous learner, so that all those who are autonomous learners will find home study a natural and welcome environment for learning.

Moore sums up his view of the increased demand for distance learning, including home study in the 21st century, in the following manner:

> As we anticipate the role of correspondence and other forms of distance teaching and learning in the next century we should expect all who need dependency to find room in the classrooms, while the rest--especially the majority of adults--should find distance a natural and welcome environment for learning.
> While the sociologists' and economists' data forecast the expansion of our field, we can expect an expansion for truly educational reasons, for our business will be with the growing and maturing; consequently, a theory of independent learning and teaching appropriate to the next hundred years should not give undue weight to the distance separating learners and teachers, nor to the communications media that can bridge the distance. They should rather seek to reflect the field's growing commitment to the nurture of idiosyncrasy and creativity, and the maturing of every personality--to the development of autonomous learners.[1]

In relating this theory of the autonomous learner to the continuing education of professional personnel, we are talking about continuing professional self development. The conclusion would seem to be warranted that the various professions should provide resources for the self development of the autonomous student and encouragement should be given to the autonomous student to carry out the type of learning experiences that are most rewarding to him/her in keeping with his/her style of learning.

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[1] Moore, op. cit., p. 86-87.

CONCLUSIONS

From reviewing the literature and visiting professionals in the field of home study, a number of conclusions have been reached by the Project Staff:

1. Home study as a method of learning has been largely ignored by the traditional academic community, therefore there has been little written about the specifics of the educational methodology necessary to produce quality programs. This condition was noted in the 1968 Carnegie Corporation sponsored study entitled Correspondence Instruction in the United States, by Ossian Mackenzie. After surveying the role of correspondence at that time he stated: "Critics have tended to overlook correspondence instruction in their analyses of education in the United States, and literature directed at the problems of correspondence instruction has been frustratingly incomplete."[1]

2. Although traditional correspondence instruction has been broadened in concept to include the newer methodologies of educational technology leading to the wide use of the term today of "home study" to replace "correspondence study," there are still no formalized college or university courses to train teachers in the techniques of home study instruction. At the Ninth International Council of Correspondence Education in Warrenton, Virginia, in May, 1972, concern was expressed that in general the potential and the problems of home study as a way of learning have been bypassed.

3. In the institutions visited by the Project Staff there were professionals employed full time to work on the development of home study courses. However, in comparison with other educational career fields, home study instructors work in a relatively small number of schools spread across the United States. They work without the benefit of formal educational programs for their specialized field and the opportunity for easy contact with others doing the same work in similar institutions. Thus home study instructors have not developed the strong professional feeling that exists and is of benefit to other professional fields. This has made retention of staff in many schools

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[1] Ossian Mackenzie. Correspondence Instruction in the United States (New York: McGraw-Hill, 1968), p. vii.

a critical problem and it has also had an adverse effect in general on quality of programs. This situation could be corrected if there existed some place in the country a formalized continuing education program where home study educators could pursue the systematic study of instruction by the home study method.

4. It is important to realize that no single mode of delivery is attractive or appropriate for all potential learners. There is divergence of opinion among students learning by any given mode. The point is, therefore, that a comprehensive recognition system for continuing education should offer a diverse array of means and media for adult learners.

5. In order for home study and other nontraditional methods of learning to have a firm and respected place in the continuing education recognition systems of the various occupations, there needs to be a concerted effort to carry out research in these methologies. New approaches to, and flexible methods of, programming and communication will become effective only when there is a steady and discriminating accumultation of tested knowledge and experience upon which to base and evaluate them.

6. In fact, there seems to be a need for a research center in the United States, as there now exists in Germany, England, and other countries, which would study the problems pertinent to home study instruction and to the development of a theory of independent learning relative to distance studies of all types, including home study. John Lowe, in his report on the 1972 UNESCO Third International Conference on Adult Education, states that reserach in continuing education should have a high priority because: "Practioners will only obtain good results when they adopt the habit of formulating hypotheses about the impact of their programmes which are subject to empirical measurement. Accordingly they must constantly consider how to identify needs, how to make decisions about what courses to offer, how to present those courses, the optimum length of a given course, and so on."[1] He goes on to emphasize that neither governments nor grant-awarding foundations can be expected to increase their financial support for continuing education unless,

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[1] John Lowe, The Education of Adults: A World Perspective (Paris, France: UNESCO, 1975), p. 184.

"in place of moral arguments backed only by subjective evidence, they are confronted with compelling evidence derived from systematic inquiries."[1]

7. A research center would be strengthened substantially if it developed concurrently a Distance Study Information Center which would facilitate access to research findings and ensure wide and immediate dissemination of pertinent studies. It is, as Lowe points out, a question of "not channelling research in entirely new directions but of conducting more research on the same lines as at present and ensuring that it is applied to the design and conduct of programmes and not lost in libraries. For small though the amount of research has been, very little of it has influenced practice."[2] This Distance Study Information Center could include materials in all media which would provide specific information services to all those in the education community concerned with any type of distance studies, including home study, such as: home study professionals, researchers, course designers, educational technolgists, administrators of home study schools, faculty evaluators, interested members of the professions, and the public at large who are concerned about the nontraditional, autonomous learner.

8. Meeting the educational needs of the nontraditional and autonomous learner through home study and other nontraditional learning methodolgies should be a cooperative effort by all relevant institutions, occupational associations, and organizations in order to reach the objective of equality of opportunity for quality continuing education for all residents of the United States.

9. Conclusions one through nine, as presented above, deal chiefly with goals which are longrange in terms of time for achievement. An immediate short-term objective which would help to ensure the quality of home study courses would be the development (as recommended at the close of Chapter 2) of a home study course to train homestudy developers, instructors, and administrators by using the home study method itself.

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[1] Ibid., p. 184.

[2] Ibid., p. 185.

CHAPTER 4

RESULTS AND FINDINGS:

VIEW FROM THE FIELD RELATIVE TO A VOLUNTARY RECOGNITION SYSTEM FOR LIBRARY/INFORMATION/MEDIA PERSONNEL PARTICIPATING IN CONTINUING EDUCATION ACTIVITIES

INTRODUCTION

As described in CHAPTER 2--"Procedures and Methodology of the Study," there were several methods used to collect the data. Eighty-two discussion groups were the primary sources for determining the dimensions of interest in and need for a recognition program for continuing education. The exchange of information documents and correspondence was sustained throughout the project. Second, 82 interviewees were selected from types of libraries and geographical areas that were not fully represented by the discussion groups. In some instances, these people supplied additional information not brought out in the discussions. At other times they were asked to react to the same issues for comparative purposes. A third activity used to collect ideas was the distribution of a draft copy of a model recognition system to which library/information/media practitioners from 21 states and Canada wrote comments. More than 1,000 persons became involved in giving the Project Staff their opinions, comments, and suggestions about the issue of recognition through interviews, direct correspondence, information contacts and group discussion.

For most of the issues under consideration, more than one data-gathering method yielded pieces of information that complemented each other. Inputs will be compared, contrasted, weighted and conclusions drawn that integrate not only the different viewpoints but lead to the formulation of recommendations toward the construction of a recognition system that appears to have the maximum chance of success.

In addition the Project Staff: (1) wrote to 80 occupational groups asking for information on the manner in which continuing education is recognized; (2) visited association offices of several other occupational groups to examine their recognition systems in operation; (3) studied available literature on recognition for continuing education; (4) made presentations and held informal discussions with groups of library/information/media practitioners concerned about the issue of recognition for continuing education.

Readers should not look upon this report simply as a standardized statistical report bound only by statistical data, but rather as a report which takes into account the statistical data plus the free-form comments from the discussion group recorders, the interviewees, the responders to the trial recognition system model, the insights of the Advisory Board of the Project, members of various associations with whom the Project Staff have dialogued, voluntary respondents reacting to press releases about the study, and others too numerous to list.

In studying or reviewing the data collected for presentation in this Chapter, some words of caution and explanation should be presented for consideration by the reader. In the data collection methods that were used in this many-faceted study, in order to elicit discussion--both group and individual--suggestions were presented to those queried. In addition, opportunity was given for respondents to express other ideas, many of which the Project Staff feels may be as valuable or more valuable for inclusion in a recognition system than those suggested. However, in the Tables in Appendix C these voluntary ideas will not have as high frequency as the items suggested for discussion, but it does not necessarily mean that they are any less important. In this same vein, the free-form responses that have been written in often portray the feeling of the field for an idea far better, in the opinion of the Project Staff, than a tally mark made to translate into a table. The Project Staff considers these comments of vital importance in giving those who read the report a sense of the pulse of the profession. Therefore many typical statements are included throughout this chapter. When they are unique or atypical notation is made of this condition.

Building a system or developing components for a new or innovative system requires room for building in the creative ideas that are expressed as well as for the accurate tabulation of statistics. Statistics are only one slice--one source of data--other elements have also to be considered that often should be considered as equally important.

After a thorough review of the literature and conversations with leaders in other professions, the Project Staff carefully considered the components found to be necessary ingredients of other workable recognition systems. Material presented in this chapter focuses on these elements. The plan was to identify these components from all the sources of information and then to try to build them into an integrated system. If that did not seem possible, recommendations would be made in areas related to these components.

These components were then translated into questions. The reactions to these questions are the feedback that was collected from the field of library/information/media practitioners. This method is intended to clarify some of the many issues that have been raised during the months of this study and to present the wide array of ideas and suggestions understandably.

It needs to be emphasized throughout this study that the Project Team and its consultants believe that one of the most important results coming from this study may well be a by-product--the raising of a vital issue that the profession needs to face.

RESEARCH QUESTIONS

The Project Staff formulated several fundamental questions essential for carrying out the proposed research endeavor. Key questions to explore the issue of recognition for continuing education include:

- Why have a voluntary recognition system for continuing education?
- What should be the objectives of a recognition system?
- What activities merit recognition?
- Who should provide the structure and guidelines for recognition in the profession?
- Do they seek recognition and/or awards?
- Should there be different requirements for different levels of staff?
- How much time are they willing to spend on continuing education?
- How much time do they want their recognition to cover?
- What are the preferred ways that continuing education records should be kept?
- How much are they willing to pay for record keeping?
- How can quality control be achieved?
- Should career planning be tied into the system?

The data collection documents are presented in Appendix A; the charts tabulating the data are in Appendix C.

In reading the following pages it should be noted that quotations from group discussions are from the reports of the leaders or recorders of those groups; quotations from the interviews are the notes of the interviewer. It needs to be understood that the findings from the research are presented in this Chapter 4, but the conclusions and recommendations derived from these findings are given in Chapter 5. Next, the suggested model that evolves from the conclusions and recommendations is presented in Chapter 6. Finally, Chapter 7 suggests mechanisms and issues of strategic concern relative to implementation of the model.

It should be kept in mind while reading the numbers and percentages relative to the results from the discussion groups that "lack of consensus" in a discussion group simply means the whole group did not agree--even though there may have been a clear majority one way or another. Also that "no response" was often reported because of lack of time or lack of interest or agreement on the issue at hand.

WHY HAVE A VOLUNTARY RECOGNITION SYSTEM FOR PARTICIPATION IN CONTINUING EDUCATION?

By presenting the reactions of the participants in the study to the concept of a voluntary recognition system for participation in continuing education activities, one of the most important aspects of this study is highlighted. It is significant to report these reactions because the profession has largely bypassed this issue until now. Thus, now is the time to ask and discover if the issue of recognition is a viable and beneficial one on which to spend time, energy, and money. If so, steps should be taken to move ahead; if not, then consciously and for good reason the profession should say, "No."

When discussion groups gave their reactions to the concept of a voluntary recognition system their responses were chiefly in terms of benefits to the individual practitioner. The 82 discussion group leaders were asked to elicit comment and reaction of their group to the idea of a possible recognition system for participation in continuing education. The guide sent to discussion group leaders suggested that group members might wish to rank a list of reasons for individual participation in a recognition system. The list was a composite of reasons given by other disciplines and professional groups as well as benefits suggested by library/information/media personnel as reported in the NCLIS Study on Continuing Education (1974).

The reactions from the groups as presented in TABLE 1-1 in APPENDIX C, show the following ranks:

- Rank 1--"Record the updating of knowledge and skills in new or developing fields or fields related to your current job." This was far ahead of items ranked 3 through 6 and considerably ahead of item 2.
- Rank 2--"Demonstrate career development commitment."

Items ranked 3rd through 6th had nearly identical scores that determined the ranking. These were in rank order starting with the top:

- o Rank 3--"Encourage fulfillment of personal goals"
- o Rank 4--"Document qualifications for specialization"
- o Rank 5--"Furnish evidence for promotion"
- o Rank 6--"Document activities for salary increments (merit increases)"

Indicating a high degree of interest in the topic of recognition for continuing education, a large number of group recorders took the time to write in added comments relative to the topic. Although a majority of the responding groups favored some type of recognition, some were opposed or suggested additions as qualifications. Those groups favoring a recognition system described benefits such as:

> It is important to have some system where continuing education participation could be recognized by the institution as well as the profession as a whole.
>
> A recognition system is useful in motivating participants to both participate in and plan personal continuing education experience.
>
> To encourage commitment of the library profession and individual institutions to the concept of universally desirable continuing education.
>
> ...to improve the library systems' service to provide uniform library standards of continuing education.
>
> The system would formally demonstrate to other professions with which librarians interact that librarianship is a profession which like many others puts a high value on continuing education.
>
> Library administrators need to be made aware of and sold on the idea of giving recognition for continuing education activities....Individual libraries need to establish a policy on recognition of continuing education activities but very few do it now.

But some groups raised questions about the necessity for a recognition system, as indicated by these comments submitted by discussion group leaders:

> The possibility of people attending continuing education activities primarily for a recognition award was the only reason against such an award in our group.
>
> A well written resume includes all pertinent information.
>
> Academic librarians, especially those with faculty status, already have a very clear idea of what they must do for promotion and tenure.
>
> ...felt that if criteria are rigid, might result in lock-step situation. Yet others felt that personal initiative to learn information might be driven out by a formal program--a la Civil Service.
>
> Organizations should concentrate on quality of programs, not record keeping.
>
> ...in job-changing, one inevitably reports continuing education activities, and the potential employer will (and will prefer to) evaluate those individually according to their usefulness in the new job, rather than by their value according to any CEU system.

It should also be noted that the write-in responses indicated that the concept of recognition was not a familiar one to many discussants. This was demonstrated by the frequent notes that the group recorders wrote to the Project Staff in the margins or in a covering letter along with the return of the discussion guide. This lack of opinion is indicated by the fact that, except for the top ranking item (To record the updating of knowledge and skills...) approximately 20 per cent of the 82 groups did not give any response to the items ranked second through sixth.

A comparable type of information was asked of the interviewees in these terms: "Do you think awarding of recognition would benefit you personally?"

The respondents gave a wide variety of benefits in answer to this question. Over half (53 per cent) answered in the affirmative; 12 per cent answered in the negative; 35 per cent did not express an opinion in response to this issue, as presented in TABLE 2-13.

A large number of respondents gave more than a simple "yes" or "no" answer and chose to tell how they believed it would help them personally. The benefits they gave have been categorized under different headings or topics. As all the responses are not quoted under each category, the number given for each group is less than the number of questions given.

Twelve individuals mentioned that it would be beneficial because it would serve as a motivation, an incentive or an encouragement to participants in continuing education activities. Their comments indicate specifics:

> A system would provide an incentive because recognition shows that it is important to other people--to the profession. Shows that people value it as a priority.
>
> A recognition system with a certificate would be a definite motivation for me. A specific system is a very good idea; as it is now not much gets recorded any place and what one does gets lost.
>
> It would be a definite incentive to me to keep up with what's new in the field.
>
> If there were a system, it would become the "accepted thing" and would motivate me and others to participate.
>
> It would be an encouragement to me to keep going. I, along with others, often stop because there is no encouragement to go on; people generally need a little pressure to continue their education and to broaden their horizons.
>
> It would serve as an impetus at all levels; not much motivation now for support staff.
>
> Would be an incentive because a system would have more credibility than just to say one had attempted to do something for one's self through continuing education.
>
> A more organized method like this would be more encouraging than the way it is now.

> A recognition system would encourage people to complete training needed to keep from being obsolete.
>
> It would help to keep on growing and to become better aware of how to serve needs of patrons.
>
> Would encourage me to report all I had done. As it is many people don't report to anyone what they have done. One reason they are afraid they might fail, so they report nothing and nothing gets on their record.

More specifically, eleven respondents spoke of advancement and expanded job opportunities as important benefits:

> Personally, I see a recognition system as a chance to step up in my library. I have qualifications, but am not able to move up because I have no degree, and have had no chance because no way to show "officially" that I have participated in continuing education.
>
> I think I would benefit because a good record of continuing education should help with job promotion--for higher levels of employment.
>
> Participation would be an indication of professionalism; this in turn would support my authority for performing activities on the job.
>
> The amount of continuing education is a factor in getting better jobs; having a complete record would help. Now when I apply for a job I realize that I cannot remember all I have done that might help.
>
> Believe it would help get tuition to take continuing education opportunities.
>
> I would be benefited at time of evaluation; it would give indication to administration that I was keeping up with changes.
>
> It would provide "official proof" of what I had done.

> It would benefit me because of ease of retrieval--one would not have to rack one's brain to come up with a record of experiences when looking for another job.

Nine stated that a recognition system would benefit them because it would increase their own self esteem and give them positive reinforcement for what they were doing in continuing education.

> Would increase the esteem for me in eyes of co-workers; would be more important part of the group, and in the community.
>
> It would help my self esteem--it would be tangible evidence to me of what I am accomplishing.
>
> It would give me a good feeling to know I was participating in such a system.
>
> Self-esteem would be of high value to me in such a system; I already get recognition in exchange for what I learn. It would be satisfying to me personally.
>
> It would give me positive reinforcement for what I am doing in a tangible fashion.
>
> It would give me personal satisfaction to think I had achieved something like that.
>
> It would give me a feeling that I was better qualified for my job--an endorsement of what I was doing.
>
> Such a system would bring about peer pressure to keep going and not stagnate; very important to keep up.

Four specifically mentioned as the chief benefit that they would see the fact that such a system would increase the demand for continuing education and more opportunities would be offered.

> If there were a system, more things would be offered that would be of benefit for me and others--the principle of supply and demand would become operative and more opportunities would be available.

> Such a system would be a way of encouraging more realistic planning and programming of course offerings.

> A system, if it included non-traditional forms of continuing education, would be useful as it would open up new areas to people and generally would promote more continuing education opportunities.

Five indicated that it would be beneficial, but only if a nationally recognized system.

> It would be beneficial to me if it were a recognized system throughout the whole profession--nationally.

> It would be beneficial, if readily available in an official manner. If it were standardized, it could be something that would be used and accepted nationally.

> Would be beneficial because records would be in a central location and if this were the only system available to librarians for recording and recognizing.

Other benefits listed included:

> Research aid—statistics could be compiled and studies and research could be done in a systematic manner.

> Believe a system would be a means of presenting data which could substantiate needs for funding of continuing education activities.

> Would be beneficial--sure--in print make it more real--to self and others.

Substantiation of some of these viewpoints came from supervisory respondents answering the question: "Do you think you would use such a recognition program when making decisions about your personnel?" TABLE 3-9 shows that of the supervisory interviewees, 5 (36 per cent) answered in the affirmative; 2 (14 per cent) in the negative; 7 (50 per cent) did not express an opinion.

The following are examples of the type of answers given by the supervisory interviewees:

> Yes, I would use such a recognition program when making decisions about personnel. It would have public relations aspects for one thing. The image of the library would improve; by having better qualified people the programs would improve. There are advantages to the individuals, too, for they gain self esteem and get ideas and stimulation from their continuing education experiences.
>
> Yes, I think those who show incentive should get preference to move to better positions. Such a system also gives more opportunities for professionals and non-professionals as well --equalized opportunity to give some appreciation to those who try to keep up.
>
> Yes, and it would be easier to take into account when making decisions because a recognized and accepted system would have more weight than just a report from the individual that certain continuing education activities had been engaged in.
>
> Yes, but I think that the system has to be set up on a national level to have any real influence. Once set up, each library could then determine how it would reward or recognize the participation in such a system.

When the supervisory interviewees were asked if they believed that recognition for continuing education activities would increase participation in these activities among their staff members, 12 (80 per cent) replied in the affirmative, as presented in TABLE 3-1. A number of the supervisory interviewees thought that participation would be increased particularly at the paraprofessional level. This was stated by one of them as follows:

> There is more interest among my paraprofessionals in continuing education than in the professionals. I feel they would be particularly interested in such a system and that it would help them particularly as they now have no systematic way at all to indicate what they have been doing in continuing education.

However, it was also seen as a way that might motivate professionals as indicated by the following statement from a supervisory interviewee:

> At the professional level there is very little interest in continuing education at the present time; such a system might motivate them; at present none of them in our system is engaged in continuing education.

To this point we have seen that, as perceived by the various participants contacted during the data gathering phase, there has emerged a wide array of potential benefits both to the individual and to the profession as a whole from giving recognition for continuing education.

The study team also asked the individual approach interviewees "If a program were to be developed in your field that formally recognized continuing education activities, would it encourage you to participate more actively?" TABLE 2-4 reveals that of the 61 "individual approach" interviewees, 67 per cent responded in the affirmative; 25 per cent in the negative; and 8 per cent did not express an opinion.

Consider some of their comments:

> Yes! The profession is crying for a recognition system--really need continuing education and recognition--for all levels.
>
> Yes, especially if a variety of activities were recognized. A registry would be useful. Recognition represents an outside view of what is important to supplement own satisfaction from learning.
>
> Recognition is very good...gives incentive to go on in continuing education. In my state especially there is definitely a need for it, myself included. Continuing education would demonstrate to boards that librarians are worth more to a community.

The majority of those who did not answer in the affirmative on this question gave as their reason that they were motivated and now actively participating. The following statements are representative:

> It is not necessary to get lots of recognition if you feel good about it yourself.

> I am participating actively now and even though I would favor a recognition system for others, it would not motivate me to do more than I am right now.

In summary, from the tenor of the responses received, two conclusions seem justified. First, the number of substantial benefits indicate that a recognition system would have appeal to practitioners for many different reasons. Second, the development of such a system would tend to increase the number of practitioners participating in continuing education.

Another more direct way to identify possible objectives of a recognition system was to ask: "What should be the objectives of a recognition system?"

WHAT SHOULD BE THE OBJECTIVES OF A RECOGNITION SYSTEM?

In addition to collecting data about benefits of a voluntary recognition system, the participants in the study also gave responses in relation to the question, "What should be the objectives of a recognition system?"

Looking at the recognition issue from the perspective of the profession as a whole, TABLE 1-3 shows that the discussion groups ranked possible objectives as follows:

1. A motivating force to encourage systematic participation in continuing education;
2. A way to upgrade the quality of continuing education programs and courses;
3. A means of record keeping and evaluation of continuing education participation.

Twenty-two per cent of the groups did not respond specifically to the objectives suggested in the discussion guide, but rather wrote in comments about objectives they thought would be important for the profession. Ideas emanating from this free-form expression that were typical follow:

> A system of continuing education recognition must encourage a climate of receptivity for continuing education both by employers and practitioners.
>
> The system could serve as a publicity factor to draw more

> attention to continuing education within the profession and to make it important to endorse continuing education.
>
> Demonstrate the profession's desire to recognize persons working in libraries who strive to advance their skills and knowledge and thereby improve the quality of services provided.
>
> Objectives should be to get people to participate, not to identify super men and women; to locate persons with expertise in specific areas.
>
> If this would serve as a central clearing house, it would be a means of record keeping. However, it should not be a means of evaluation.
>
> A means of record keeping and evaluation on a personal basis for professional growth.
>
> Enrich the quality and quantity of continuing education offerings and emphasize the importance of developing more meaningful continuing education opportunities.
>
> Provide assurance to the public that we are maintaining our competence.
>
> Would enhance our claim that we are leaders in the world of information.

Closely related to the type of group discussion comments given as objectives relative to the profession were the responses of the "individual approach" interviewees, who chose to answer the question about benefits of recognition in terms of benefits to the whole profession. Many saw a recognition system as providing library /media/information science more status because of being a part of a profession concerned about continuing education. Some stated it this way:

> A recognition system would add a certain status to the profession to think we care enough about continuing education to go to the effort to establish such a system and encourage people to participate. In other words, just the fact that there was such a system would add to the profession's professional stance and thus benefit me directly.

> It would benefit the profession as a whole to see what the members of the profession are doing to advance themselves. It would be beneficial to have listed altogether in one place the courses and opportunities for which continuing education recognition (official) would be given.
>
> It would help the profession as everyone says that graduates of library schools are outdated soon after graduation--that they are soon obsolete. This could help cure this situation.
>
> The public relations advantages benefit all. A national system would build a climate in which continuing education would be encouraged as an expectation for all--a norm for the whole field.

Voluntary respondents writing from the field also suggested goals and objectives. One such statement follows:

> To demonstrate the profession's desire to recognize, and support persons working in and with libraries, who strive to advance their skills and knowledge, and thereby improve the quality of library service provided.

The type of objectives suggested by the respondents and the benefits specified by them would seem to be of enough importance and have enough advantages to outweigh the current status of affairs in the area of continuing education in the profession, and thus seem to justify the design of a voluntary recognition system to present to the profession. These two taken together--potential benefits and perceived goals and objectives--are particularly important in the study as they directly relate to the central issue--Should there or should there not be a voluntary recognition system for library/information/media personnel? The rest of the data presented is related to sub-issues necessary to design a system.

WHAT ACTIVITIES MERIT RECOGNITION?

Both the discussion groups and the interviewees had opinions on what activities should be included in a recognition system. In general they placed the same items at the top of their lists, but there were some differences.

TABLE 1-2 displays the rank order of the activities the discussion groups wanted to have included and the qualifications that were made by the respondents. The top four were:

1. Continuing education workshops, institutes, and other special programs if they meet preestablished criteria;
2. Courses taken for academic credit, if they do not lead to a degree;
3. Special continuing education courses, if they meet criteria established:
4. Home study, if taken under appropriate supervision.

Between these and the next four rankings by the discussion groups there was a considerable drop. The next four were:

5. Teaching subjects related to library/media/information science [for those whose full-time profession is teaching; credit could be given for practical on-the-job experience if related to subjects taught]
6. Writing substantive professional articles
7. Serving as chairperson of a study committee of a library/media/information center or of a professional association
8. Consultant services provided or received

About 25 per cent did not make any ranking response to these activities, however, but they did make statements relative to learning activities that they thought should be counted, or named other activities.

Additional ideas for activities suggested by the discussion groups were:

Attendance at professional conferences

Independent research and study

Disciplined reading, particularly with mentor or other expert guidance. Free reading, if goal oriented. Some elective points even if not obviously related, since ours is a liberal profession in which most of the liberal arts can influence the quality of practice.

Supervision of field work of library school student by a practicing librarian should be added.

Seminars with participants discussing trends, the future, problem identification and the like at the university.

For those not near universities, home study could be an excellent alternative to courses taken for academic credit.

What about some recognition for those who direct workshops ?

In addition, an important concern was expressed by a number of groups to the effect that the suggested list in the discussion guide seemed overweighted in favor of professionals, and that any profession-wide system should include all levels of personnel in the library. Therefore it was recommended that the list be expanded to include a wider variety of activities.

Turning now to the interviewees, who were also asked what activities they would like to see included in a recognition system for their own benefit, TABLE 2-5 indicates that this group also wished to expand the type of activities included, with high rankings going to conferences and association activities.

Among these "individual approach" interviewees, the highest ranking activities were:

1. Workshops, which were mentioned by 84 per cent
2. Conferences, listed by 76 per cent
3. Institutes, by 75 per cent
4. Academic courses, not applied toward a degree, 70 per cent
5. Association activities, 67 per cent

It is interesting to note that the rank order of the activities in which the interviewees had participated (displayed in TABLE 2-2) is nearly the same as the rank order of the activities that the interviewees wanted included in a recognition system. Only the order of Institutes and Association activities varied. In the case of their own participation record, "Association activities" was Rank 3, and "Institutes" was Rank 5. In what they wished acknowledged for recognition, "Institutes" ranked 3 and "Association activities" ranked 5.

A significant difference between the activities in which the individual approach interviewees had participated and those they wished counted was that only five activities were participated in by over 50 per cent of the interviewees, while 13 activities received over 50 per cent approval by the interviewees for acknowledgement for recognition.

This desire for a wide variety of activities to be included for recognition is also brought out in the comments made by the individual approach interviewees. Some of their typical expressions follow.

> Since so many activities such as writing articles, developing courses, consulting, etc. require a great deal of extra time, they should be included in a recognition program.
>
> Think less traditional ways of learning should be included, but there should be some way of evaluation and documentation of these less traditional ways.
>
> In-house groups on own time using regular staff expertise should be available for recognition, too. Recognition would prompt a lot more of that being done -- a symbol of an idea.
>
> No one type of thing can give what's needed to a person.
>
> There should also be credit for work exchange -- on the job learning. This is diiferent from internship which is for entry into the field. This would definitely be for continuing education recognition.
>
> Home study should be included.
>
> Anything you put yourself into should be included. Non-traditional methods should be included...no matter when you get your experience.
>
> Should include the most valuable--practicums.
>
> Not JUST job-related courses should be considered.
>
> It should consist PARTLY of traditional courses and workshops and some non-traditional forms of continuing education. Should not be a lock-step system--each program should be individualized but be balanced between traditional and non-traditional.

Nearly one-fifth (24%) of the individual approach interviewees included other activities not listed in the interviewee schedule, which also indicated a desire to have a variety of non-traditional modes of continuing education included. These are listed, together with the number of times each was mentioned.

> Internships (3)
> Study-travel programs/visits (3)
> Reading of professional journals (3)
> Newspaper courses offered through library (2)
> Producing and participating in own radio show (1)
> Producing/presenting a slide/tape presentation (1)
> Teaching of reading skills to patrons/tutoring (1)
> Abstracting/ reviewing (1)
> Guest lecturing (1)

The specific reactions of the discussion groups to the question of whether or not each applicant should be required to present a variety of continuing education activities to merit recognition in an established system is presented in TABLE 1-5. For example: X number of points of academic credit, Y points obtained from workshop attendance, or Z points for activities published. Sixteen per cent answered in the affirmative; 46 per cent in the negative.

Over one-third of the written comments from group leaders regarding this issue showed that variety in continuing education activities should be encouraged, but should not be required.

Typical examples expressed include:

> All of our group wanted a variety of activities.
>
> No, a variety of activities should not be required. Not all libraries may be close to academic institutions....they should be able to submit whatever compilation of CEUs they wish.
>
> A point system would establish the relative value of various activities, but the manner in which these points were acquired should be left very flexible.
>
> No. If the primary purpose is to encourage and assist people in continuing their education, then the methods should be those which best suit his or her interests, local situation, etc.

> A variety of activities would encourage more people to participate. We have many non-degreed non-professional librarians throughout the state.

All categories of participants were against being forced to participate in a variety of activities. They felt this would discriminate against librarians living in rural or isolated areas far distant from continuing education opportunities, or those whose employers did not grant release time or other support/encouragement to participate in continuing education activities.

In summary, it would seem possible to draw a conclusion from the strength of the many written responses that a variety of activities should be encouraged, but there was strong dislike of the word "required" placed before "variety of activities," as it would ultimately penalize many unfairly.

It is also interesting to note the comparison between the rankings of the "individual approach" interviewees, supervisory interviewees who indicated what they would like to see included in a system for those they supervised, and the rankings of the discussion group sample. These comparisons are displayed in the following figure:

	Rank Order Assigned for Inclusion in Recognition System		
Continuing Education Activity	By Individual Approach Interviewees	By Supervisory Interviewees	By Discussion Groups
Workshops	1	3/4	1
Conferences	2	1/2	Not ranked
Institutes	3	3/4	1
Academic courses (not toward a degree)	4	1/2	2
Association activities	5	7/8/9/10	7
Home study	14	5/6	4
Professional publication	7	7/8/9/10	6
Special Continuing Education Courses	4	1/2	3

FIGURE 4-1

Comparison of Highest Ranking Activities for Inclusion in Continuing Education Recognition System by Three Sample Groups

The single notable variance between the reactions of the discussion groups and the supervisory interviewees as compared with the "individual approach" interviewees was in home study. Home study was ranked 4th in importance by the discussion groups (see TABLE 1-2) whereas in the "individual approach" interviewees it only ranked 14th. One possible reason for this may have been that only 6 (see TABLE 2-2) ha participated in home study and it was an activity with which they were not personally familiar through experience.

Another marked difference in rankings was on the question of whether or not in-service training should be acknowledged in a recognition system.

TABLE 1-4 indicates the responses of the 82 discussion groups to this issue. Thirty-nine per cent of the responding groups indicated that in-service education should be included and 15 said "Yes, if specific criteria were met." In other words, 54 per cent gave an affirmative answer to the question of including in-service education in a recognition system. Twenty-seven per cent thought it should not be included; 8 per cent could not reach a consensus in their groups; and 11 per cent gave no response at all to this item.

The written comments accompanying this question give further explanation to this difference of opinion:

> Not for a national recognition system since they vary so in quality. But this sort of thing should count in single library's own recognition system.
>
> No, "in-service" implied education which is part of the job itself. "In-house" or employer-sponsored education using voluntary participation should be counted.
>
> Strong feelings here both ways: Yes, but depends on complexity of techniques, skills, knowledge involved, amount of time and effort needed to accomplish objectives. No--recognition means more if awarded for credits earned through personal individual initiative.
>
> No, unless outside people have been called in to do an in-depth workshop or course. In-service education would be very difficult to evaluate and control.

> Only if formally presented by qualified resource people; necessary verification is needed if used for application to recognition system.

In-service education as a continuing education activity brought mixed reactions. Participants recognized its value, particularly to younger librarians and para-professionals, but they also thought it extremely difficult to measure the worth of in-service programs. In general, the groups favored the less ambiguous activities as more appropriate for continuing education credit in a recognition system.

This division of opinion was also reflected in the responses from the interviews. The supervisory interviewees placed in-service training at the bottom of their priorities with a rank of 14/15, but the "individual approach" interviewees gave it a ranking of 7/8 as a type of activity they would like to see included in a recognition system.

In conclusion, with affirmative answers totaling 54 per cent from the discussion groups and 46 per cent indicating doubtful or negative feelings, and with a split in view of the two types of interviewees, it would seem to the Project Staff that the inclusion of in-service training in a recognition system is an issue on which opinion is so divided at this point in time that no firm recommendation in this area is apparent.

Finally, turning to the voluntary respondents who wrote to the Project Team, about one-fourth of the 37 letters received had suggestions relative to activities that should merit recognition in addition to what was suggested in the draft model. The items mentioned most frequently were: writing a substantive article based on research; teaching courses and workshops (for the first time and if not part of regular position); providing and/or receiving consulting services; certain kinds of self assessment. It was suggested that in the assignment of hours for recognizing these activities a possible method would be to use the number of hours which seemed standard practice for these activities in other professions--at least to start.

It is important to note that a statement that was made in the draft was rejected in a number of letters that were received and was hotly disputed in a number of oral presentations by the "Project Staff." It was: "The courses you take to obtain a degree or special certificate do not count for this continuing education program since the degree itself is the reward." For example one respondent wrote:

> If someone has completed only 24 hours of a 36-hour certificate program, is there no recognition until the certificate is earned? Does one get more recognition for attending a couple of workshops than for two quarters of academic work towards a degree or certificate?

This and similar statements which argued for the unfairness of such a position would seem to warrant reconsideration in regard to this item.

Overall, the opinion seemed to be widely expressed that there are available many sound routes to learning and that a wide variety of these should be represented in a voluntary recognition system for continuing education.

WHO SHOULD PROVIDE THE STRUCTURE AND GUIDELINES FOR RECOGNITION IN THE PROFESSION?

If it is determined that recognition for continuing education is a desirable effort for the profession and is something to be implemented, the question naturally arises, "Who should provide the structure and guidelines for the profession?"

This issue was presented to the discussion groups, and the results are presented in TABLE 1-9. Forty-three per cent of the responding groups indicated that CLENE should be the responsible organization; 23 per cent suggested the individual's major library/information/media association; 14 per cent suggested a consortium of associations. No consensus was reached relative to this matter in 5 per cent of the groups, and 15 per cent did not respond. This means that of the 66 groups who reached an opinion in this issue 53 per cent favored CLENE.

It was pointed out by some of the responding groups who indicated their option for CLENE to be the appropriate body, that CLENE was the only library/information/media association which had continuing education as its single mission and which included representation across the board from some 15 associations, state library agencies, the National Libraries, employing libraries in general, library schools, and concerned individuals.

In order to examine whether the discussion leader's membership in CLENE had any bearing on the answers to question 9, we analyzed the response and found that out of 54 discussion groups with CLENE members as the leaders, 22 (41 per cent) recommended CLENE, while out of 28 discussion groups with a non-CLENE member as the leader, 13 (46 per cent) recommended CLENE; this indicates that the discussion leaders' membership in CLENE had no correlation with the response to question 9.

The following responses were typical:

> Most of our group agreed on a separate need for a single coordinating body which would keep the continuing education record of all librarians. They felt this was important because librarians do not spend all of their careers in a single specialty and not all of their professional development would necessarily relate to one subject area. Although many in our group were not familiar with CLENE when coming to the meeting, they seemed to think on learning about it that it might be the appropriate body to provide a record keeping service for the entire profession. They also felt that CLENE might be the appropriate body to create a statement for the profession explaining what continuing education programs should accomplish, what CEU's are, and other similar information (they were much impressed by a statement on continuing education by the American Medical Association which one participant brought to the meeting).
>
> CLENE should present a model to be refined further by the unique requirements of each awarding organization.
>
> CLENE should establish guidelines.

Some groups were in favor of national guidelines; state standards and local recognition to the individual.

> At the state level, set state standards in accordance with national guidelines; intermediate levels could be responsible for awards.
>
> Many in our group through mobility of librarians necessitated a national headquarters.
>
> Recognition should be as local as possible, for example, San Francisco Bay area committee in conjunction with CLENE

The following was expressed relative to a consortium of national associations:

> If a general model of a system is developed, the major associations are going to have to come to some agreement on overlap, etc., but this does not imply that they need to manage it.
>
> There should be a consortium of major associations or a national multi-professional organization for a broader based recognition of continuing education in general.

A related but slightly different issue is at what level -- local, state, or national -- should recognition be given to individuals. TABLE 2-12 shows that nearly one-third (30 per cent) of the "individual response" librarians said they would prefer recognition at the national level; one fourth (25 per cent) stated they preferred local recognition; 14 per cent stated a preference for a combination of state and national recognition; and 2 per cent favored local and national combined. One fourth (25 per cent) did not choose to express an opinion of this particular issue.

A sampling of the opinions given relative to this issue follows:

> Recognition system as a whole must be done on a national basis in order to influence administration to acknowledge the value of continuing education of staff members. Also a pressure because of the clout of a credible national organization -- the learning activities must meet standards set for quality and control. Then each library could have its own way of rewarding continuing education participation, but the transferability would still be possible. Also this would make it possible for the individual to choose employers at least partly on the basis of attitude toward continuing education and the type of recognition that was given to continuing education opportunities.
>
> Only national recognition would mean something solid -- a nationally recognized continuing education certificate for example.

> Implementation at the local level would be best. Although leadership decisions and guidelines might be properly designed at national level and applied (enforced) at the local level. Standards are hard to enforce, especially if not national in orientation.
>
> Feel that it would be more manageable at state level. Suggest might start at state level for something like a three year pilot program and after debugged then go at national level.
>
> Feel would be best at state level as see a possibility of a national program exerting some influence on a certification program -- a possible merging of good points.

TABLE 1-10 gives an indication of the pattern of interviewee response relative to who should give continuing education recognition. The largest single response was for CLENE, with 20 per cent of the groups indicating this choice. The next largest percentage was a major association, with 10 per cent. However, 45 per cent of the groups did not respond to this question at all. A number of the groups who indicated that CLENE should give the award recognition added that it should be awarded to the individual at his or her own institution.

Samples of some of the responses:

> CLENE seems the only reasonable organization.
>
> CLENE would be the best choice since the award and the credits should be standard and transferable from state to state.
>
> Most participants not much aware of CLENE and its potential as continuing education recognition giving and record keeping agency. When suggested as such, sentiments were generally favorable.

The thirty seven free-form letters that were sent back in reaction to the draft model were very specific in the actions that they thought CLENE should take relative to this whole issue of recognition for continuing education. They saw CLENE's mission in terms of these objectives:

- Establish criteria for "improved service" to justify continuing education
- Promote positive attitude toward continuing education
- Develop national standard for use of CEU and other continuing education programs
- Develop a measurement (Value) scale for:
  -- CEU
  -- Other continuing education formats
  -- Recognition and/or award program
- Develop a national uniform system of record keeping
- Develop a recognition model so that the states can begin motivating, monitoring, record keeping
- Recommend (especially at state level) that workshops carry CEU credit

The type of activity that respondents outlined for CLENE would be the same type of tasks that any administrative agency would need to carry out in developing the structure and guidelines for a recognition system.

In order to achieve compatibility through the nation, it would seem that three components would be especially important:

- definition of terms
- criteria and standards for offering programs
- common categories of recognized activities

These would seem to be a minimum for a national system to operate effectively.

Issues relative to criteria and standards for continuing education activities, including the use of the Continuing Education Unit (CEU) are discussed in some detail under the heading, "How Can Continuing Education be Measured?"

DO THEY SEEK RECOGNITION AND/OR AWARDS?

As indicated earlier, the use of the word "award" caused a great deal of uneasiness in the discussion groups and in the groups to which special presentations were made by the Project Staff. So the question is whether it is recognition generally or a specific award that is important. Generally it seemes to be recognition, not a tangible award. A number of ideas were expressed by various categories of respondents.

TABLE 2-3 shows that 68 per cent of those interviewed indicated the appeal of having their continuing education activities recognized in some tangible form, such as publication in journals, or certificates, or a central registry of activities. Fifteen interviewees, or 18 per cent, indicated that such recognition would not appeal to them (but often they thought it might appeal to their employees or associates in their organizations); 14 per cent were undecided or had no opinion, usually because they had not considered the issue before the interview.

It should be noted that it is these fifteen that answered this question in the negative that, throughout the rest of the interview, were queried about those whom they supervised. The reactions of these 15 are presented separately in the TABLE 3-....Series, which follow immediately the TABLE 2-.... Series. In the TABLE 3.... Series, these 15 are represented in the role of "supervisory interviewees" or "supervisory personnel."

Therefore, because these 15 are separated out from this TABLE 2-.... Series, the N for the rest of this TABLE 2-.... Series is 67 in most instances (only when a particular question was not asked of any of the interviewees it is less than 67).

This turned out to be a particularly interesting and significant question because approximately half of the interviewees seemed to want to make some comment in regard to this question. The following is a representative sampling of some of these free-form spontaneous comments expressing the value of tangible recognition:

> If there were positive encouragement, or recognition of some type, more would participate.
>
> Would appeal if it were taken seriously. It would put pressure on professionals to do some continuing education; it could be a means of policing the profession and improve quality.
>
> A recognition program is a very good idea. Some people say that it would only make people take courses for the sake of recognition -- but that might be a very good idea in many cases -- better than not continuing to learn.
>
> Subject matter courses and interdisciplinary courses should be pursued by librarians and this activity should be recognized in order to encourage librarians to pursue them.

> Think some form of recognition a good idea--would appeal-- even if it does not seem like a strong incentive now, it would become one as the rewards might increase or a person's needs increase.

Judging by the large number of spontaneous comments, the idea that seemed to appeal the most was that of national record keeping or registry. Some of the comments that pertain to this concept were:

> Pins and certificates worth nothing; registry of activities very worthwhile, however.
>
> Central record keeping a good idea -- could get transcript and attach to resume.
>
> Registry of activities would be a good idea, if no cost. Anybody could participate in this -- all levels. But no banquets. No recognition is ridiculous, but it is important that what is available is equally available to all.
>
> No certificates, no pins -- but a registry is a most interesting idea.
>
> Dated transcripts would be fine. Any recognition should be low key -- a transcript of continuing education to have for filing but no award.
>
> Certificates don't turn me on, but centralization of records to add to resume does upgrade a job -- it legitimizes continuing education work.

However, certificates did appeal to some, as indicated in the following comments:

> Certificates would seem to be beneficial; elevate aspect of job -- whole library work would become more professional with employer.
>
> Certificates helpful. Hope AECT would recognize for professional growth.

> Certificates and publicity most appealing.
>
> Certificates may only be a symbol on the wall, but they can mean a lot to those who have participated in activities; provides just that--formal recognition. I think all recognition in rewards is helpful.

One respondent stated that each system had its own way to recognize; that recognition comes via annual evaluation and feedback from superiors; what is needed is "national or regional standards set so systems will know what to recognize."

Many of the interviewees stated that the viable reward that would mean most to them would be merit and salary increases.

A unique idea expressed by one respondent was the desire for "a coupon book or card to have signed off on for attendance or for quality participation in programs -- would be motivation for both producer and consumer."

The 15 that did not think tangible recognition would appeal to them made spontaneous statements such as the following:

> Participation in continuing education means esteem for me personally, don't feel I need public recognition, but record keeping would be of value. Believe, however, that other staff members would be inclined toward recognition of some kind -- especially salary reward.
>
> Recognition is not of value for me, but if we have to have something for some, believe certificate appealing as a way to let employer know of continuing education. Important for the profession as a whole, but not to me personally.
>
> Most motivating factor for me is money -- recognition not too interesting to me personally -- might be for others.
>
> All human beings like to be recognized, but I don't feel I need to be recognized to motivate me to do continuing education -- I do see it as a positive motivator for my employees however.

> Would not appeal to me. Too many things going now to add another structure ...I attend...I keep my own records. Like things less formal. It might appeal to others, however.

From all of these replies it seems that it could be concluded that there is the general feeling that recognition of some type for continuing education would benefit profession as a whole and that the most popular way of showing some tangible form of recognition according to this group of interviewees would be by means of a central recording of activities with a printed record available upon request.

When the supervisory interviewees were asked to consider how their employees might feel about tangible recognition, they were split nearly equally. Six (40 per cent) indicated that they believed their staff members would be interested in tangible recognition for their accumulated participation in continuing education; 7 (47 per cent) thought they would not be; 2 (13 per cent) did not express an opionion. (TABLE 3-6).

Similarly, the "individual approach" interviewees were asked if they would wish to receive tangible recognition for their accumulated continuing education activities. TABLE 2-11 shows that nearly half (49 per cent) of the respondents stated they would be interested in some sort of tangible recognition; 37 per cent said "No," they would not be interested for themselves, but it might appeal to others; 4 per cent said they might be interested if such a system were actually organized; 11 per cent did not express an opinion. Those who admitted that they would be interested in receiving tangible recognition made statements such as the following:

> Would be interested in some sort of recognition; sufficient reward for me would be a listing.
>
> Recognition is not necessary per se, but feel a record would be valuable -- that is, a record would be the recognition.
>
> The recognition that would mean the most to me would be announcement in staff meetings, in news letters -- administrative recognition.
>
> I think it is good for associations to know what their members are doing and to know what their members need for their

> continuing education. Good for a person to have some evidence of recognition by an umbrella association, especially good for someone who moves around a lot and who lacks continuity in association friendships.
>
> I feel it would need a certificate to make the system popular enough to work.
>
> Would be interested if the record could be stored and tapped as needed. If it could not be used for practical purposes, then time should not be wasted on it.

Those who said "No" they were not interested in tangible recognition, made statements such as the following, but, as indicated below, frequently stated that they believed it would be of value to others.

> Tangible recognition not important to me, but certificates are important to other people on our staff.
>
> I do not need the recognition, but certificates are important to other people and serve as motivation for them. Believe it would help many go one step further.
>
> Not for me, but believe it would be an aid to others who have a different value system.
>
> Recognition sounds like a merit badge to me -- hate this kind of motivation plus the idea that people would judge whether you get an award -- terrible situation to get into.

One respondent stated that before record keeping should be discussed there were other steps: accreditation, guidelines to be followed, monitoring of programs -- only then record keeping.

TABLE 1-14 presents the reactions of the discussion groups to the issue of what the physical format of recognition for continuing education should be. Fifty-five per cent of the groups preferred some type of certificate; 33 per cent some type of notice or publication in professional journals. Only 3 per cent indicated a pin, and the written comments from the group recorders relative to a pin were very negative.

Comments relative to the use of a certificate are typified by the following:

> There was strong sentiment expressed in favor of a continuing education award because it would 1) provide motivation to participate and 2) be a tangible piece of evidence to display to an employer. The form of recognition preferred was a certificate (one librarian pointed out that this could be photocopies and submitted with her annual report). No one was in favor of pins or publicity.
>
> Favor certificate plus notification that could be added to a resume or sent to a Library Board.

But some groups felt that recognition should not be a certificate, but

> Designation of the title of "fellow" in the American Library Association
>
> RL awards for Registered Librarian; PL for Practicing Librarian, etc.
>
> Publicity in journals. If state associations would put in their journals.
>
> Notification to employer.
>
> CLENE should publish lists.

Some replies were caustic and brought forth comments from recorders such as:

> Awards are grade school motivation
>
> The "pin award" concept angered our group. Most felt that 1) personal satisfaction and 2) professional certification were more appropriate awards.

A number favored a combination of recognition formats:

> Some form which meets employer personnel file requirements should be used; accompanied by publicity in professional journals; certainly local publications. The form of the award, in other words, should have broader application than merely personal.
>
> 1) reimbursement for workshop or course by employer;
> 2) free subscription to one of library journals;
> 3) savings bond;
> 4) double reimbursement should person fulfill all requirements;
> 5) payment of annual dues to a library association for membership.

In summary, it seems that the groups reacted most favorably to certificates if a physical form is given to recognition for continuing education, but the idea seemed to pervade that the physical characteristics of the award are not nearly as important as the practical effect or meaning.

TABLE 1-15 presents the reactions of the discussion groups on possible ways recognition awards might be distributed, for example annually at association meetings or as each candidate fulfills the requirements.

As the table indicated, there was nearly equal response between "annually at meetings" (27 per cent) and "as each candidate fulfills the requirements" (26 per cent). Eight per cent favored the use of both practices; 22 per cent of the groups did not respond to this issue.

There were only five comments offered relative to this issue by the group recorders. The following are typical:

> Should be done locally and nationally. After completion of a designated number, one should receive a national award.
>
> Yes -- at annual meetings -- visibility that way. Got to sell program to the profession -- good way to do this. An annual special awards ceremony at major professional meetings would be nice.
>
> Depends upon the renewal period; probably as each candidate fulfills, but active through a specific date.

To conclude this section, perhaps an example will help demonstrate the attitudes of some of the participants. It was puzzling to the Project Staff whether it was a feeling of undue modesty, fear of having to take on new efforts when schedules are already so crowded, concern that voluntary concern for continuing education would lead to mandatory continuing education or licensing or recertification, or a sincere belief that awards are beneath the concern of professional people, that causes the seemingly unconcerned attitude about recognition for continuing education on the part of many. There is no sure way of knowing the cause, but one example was of interest to the Project Team which may shed some light on the situation. In one interview situation the supervisor was saying that awards and recognition were not needed, were beneath the concern of a professional person, and that therefore a recognition system would serve no positive purpose for the profession. The Team did not comment on the fact, but counted with interest eleven certificates for various kinds of study and accomplishments that were prominently displayed on that interviewee's office wall.

SHOULD THERE BE DIFFERENT REQUIREMENTS FOR DIFFERENT LEVELS OF STAFF?

An obvious issue that arises when recognition is discussed is "Who should be eligible for participation in the system?"

The general tenor of comments received during the study was that if the system was to raise the level of consciousness of the whole profession as to the importance of continuing education, all those working "in and with" libraries, information and media centers should be eligible to participate.

As might be expected, however, there was not total agreement on this type of approach. There was strong feeling among some of the respondents that the system should be designed only for professionals, with the added comment that it might be advantageous to design a separate system for support staff.

The specific question that the discussion groups considered was whether the same type of tangible recognition system should be for all staff members or should different ones be designed for clerks, technicians, librarians, media or information specialists, and other major categories of personnel.

In TABLE 1-7 41 per cent of the groups indicated that the kind of recognition designated should be the same; 23 per cent thought there should be some differentiation; 21 per cent of the groups reached no conclusion. Five per cent indicated that they believed no "award" should be given at all to anyone.

Those who thought there should be the same tangible kind of recognition stated their replies in such terms as the following:

> All personnel should receive the same award. This would encourage the greatest staff harmony among all levels of staff.
>
> If people in different classifications take the same course, then the same recognition should be given.

Those who believed there should be some differentiation stated their remarks in terms such as the following:

> Distinguish only professional and paraprofessional.
>
> Our groups seemed to think differences were present in abilities, learning levels, competencies, etc., so there should be different kinds of awards and maybe even different standards for the levels.

TABLE 1-8 reflects opinions concerning whether or not a person's level of responsibility should be related to the kind and amount of continuing education points to be accumulated for recognition. Opinion by the discussion groups was nearly equally divided on this issue. Thirty-seven per cent thought there should be a relation to the level of responsibility in the organization relative to the amount of continuing education points to be accumulated for recognition; 34 % thought there should not be a relationship . However, 23 per cent of the groups did not respond to this issue and in six other groups no consensus was reached.
However, 22% of the groups did not respond to this issue and in six other groups no consensus was reached.

The written comments against differentiation far outnumbered those in favor of differentiation. Typical samples of "no differentiation" comments were:

NO, emphasis should be on what they learn, not who they are.

Librarians should be one professional community without differentiating practitioners (assistants) from administrators, since "assistants" often become "directors" or other kinds of leaders.

No differentiation based upon position. Intent is to promote growth, personal and professional, of the INDIVIDUALS.

Want the point made to staff at ALL levels -- that obsolescence can apply to ANY staff member, at WHATEVER level.

We would assume that people at whatever level would take courses or workshops appropriate for that level.

Two written comments in favor of differentiation stated:

System should vary with the level of the participant. The further up you do, the more difficult and more valuable should be the recognition received.

Why not offer 2 or 3 levels of awards -- with varying amounts of credits/hours required for each level -- and varying strictness of "subject content" acceptable?

Out of the discussion on whether there should be different requirements for different levels of staff it was pointed out by a number of groups that recognition would be especially beneficial for support staff:

Recognition for continuing education especially valuable for support staff where they cannot get other rewards. Our library has a very stable staff--people who like their work. Formal recognition would be an encouragement for people to engage in continuing education. Perhaps there could be some bonus award to paraprofessionals who could produce an official record of their continuing education activities.

Recognition extremely appealing, especially for support staff.

In summary, the general conclusion seemed to be that there should not be different types of recognition for different levels of staff.

HOW MUCH TIME ARE THEY WILLING TO SPEND ON CONTINUING EDUCATION?

Asking people how much time they can spend engaged in learning is like asking them how much money they plan to spend: it depends on a large number of factors. It depends on an individual's motivation at the time and the extent and kind of his/her learning needs at the moment, and the available opportunities. Practitioners have only a limited amount of "free" time to allot to educational activities. Thus in Figure 4-1 the range of response only runs from less than four hours a week to seven hours per week.

TABLE 2-6 gives an indication of the maximum number of hours the library/information/media personnel indicated that they would be willing to spend per week on continuing education activities. Thirty per cent indicated that they would be willing to spend 1-3 hours per week; 16 per cent that they would be willing to spend 4-6 hours per week; 11 per cent, 7 hours per week. However, 44 per cent did not want to commit themselves as to the number of hours they would be willing to spend.

Other studies have found that the approximate maximum per week is about 10 to 15 hours per week in total, spread over two or three class meetings plus four or five hours of study, or some similar allocation.[1] The amount of time mentioned by the "individual approach" interviewees is therefore considerably lower than is normally expected of working adults engaged in educational programs. Planners hoping to attract enrolees should attempt to learn the average number of hours per week that their potential clients are willing to spend.

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[1] I. Bruce Hamilton, The Third Century: Postsecondary Planning for the Non-Traditional Learner: A Report Prepared for the Higher Education Facilities Commission of the State of Iowa (Princeton, New Jersey: Educational Testing Service, 1976), p. 69, 85.

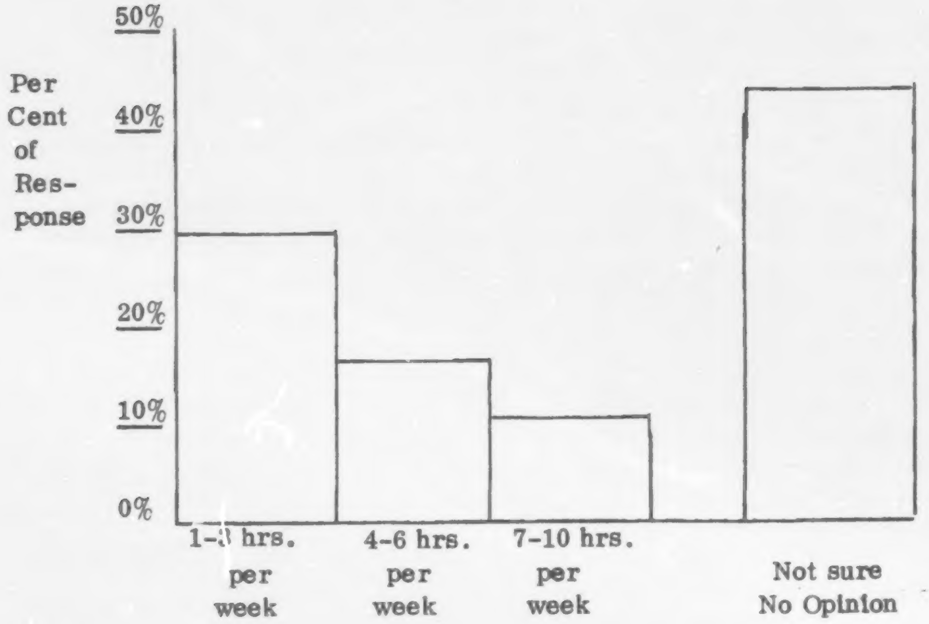

FIGURE 4-2

HOURS PER WEEK RESPONDENTS WILLING TO DEVOTE TO STUDY
"INDIVIDUAL APPROACH" INTERVIEWEES
(N=64)
(Based on Data in TABLE 2-6)

HOW MUCH TIME DO THEY WANT THEIR RECOGNITION TO COVER?

TABLE 1-11 shows the length of time that the discussion groups thought should elapse for the accumulation of points toward some type of recognition. The length of time that received the highest rating was three years with 32 per cent favoring it; the second choice was 5 years, with 15 per cent listing it. Twelve per cent of the groups were not able to reach a consensus on this item and 21 per cent did not respond with a time suggestion.

Several groups suggested the alternative of dating the recognition document and letting the individual's employer or prospective employer acknowledge its validity independently.

The supervisory interviewees were also asked how long a period they thought there should be for accumulation of learning activities for some type of tangible recognition, but only one had an opinion and that was every three years (TABLE 3-7-2). Three of the supervisory interviewees, however, did respond in the affirmative to the question "If a recognition award were to be adopted by your library do you think a specific number of activities should be completed in a limited period of time?" (TABLE 3-7-1)

TABLE 1-12 indicates whether any material recognition for continuing education should "self-destruct." That is, should it be valid only for a stated length of time -- perhaps the same amount of time permitted for acquiring points, such as three years? Opinion here was nearly equally divided; 29 per cent thought there should be a definite time for validity; 32 per cent did not think so. Eight per cent of the groups did not reach a consensus on this issue and 27 per cent of the groups did not respond to the issue.

WHAT ARE THE PREFERRED WAYS THAT CONTINUING EDUCATION RECORDS SHOULD BE KEPT?

Ideas about continuing education record keeping turned out to be the issues on which everyone seemed to want to express an opinion. This was probably because it was tangible and easier to think about than the whole issue in general. Before they got too involved, the respondents wanted to know how the records of what they did would be kept--by whom, where, for how long, for what purpose.

On the topic of record keeping, most of the written responses dealt with whether or not a centralized record keeping system was desirable. TABLE 1-17-1 shows the response of the discussion groups to this issue. Fifty-nine per cent of the groups thought a central record of continuing education activities was desirable; 23 per cent said "no"; 4 per cent did not reach a consensus and 14 per cent did not respond to this issue.

These statements from the discussion groups reveal the lively and varied thinking about record keeping.

> Although record keeping is no guarantee of an individual's having learned anything from continuing education experiences, but someone has to try, with some sort of pilot project -- most members of the group agreed on this point. Such an attempt should contain some statement of the general purpose of continuing education recognition for the profession (it was noted that some professional groups already have such a statement, and it is very general).
>
> Want a nationwide clearinghouse mechanism which non-members can use too -- for a fee.
>
> Permanent record should be maintained for individuals and it wouldn't hurt for an individual to actually plan a program that he/she wishes to work on over a period of time, and that could be kept, too.
>
> What is desired is a recording system whereby a centralized data file is maintained showing a person's credits and CEU's obtained from continuing education activities through one's life.

Yes! Yes! I'd like a central record keeping facility for courses, workshops, institutes sponsored by SLA, ALA, AAU, Lockheed, etc.

Only if it is made available to ALL those interested parties -- public, school, special, college, librarians and STAFF. It would be nice to have some one place to centralize.

If this organization will provide one consolidated record of the transcripts for all the courses taken, the answer is YES.

There is a need for a national group (in librarianship) with no vested interests to do the record-keeping necessary for a national system of awards, accreditation, or continuing education recognition. (The consensus of the group regarding personal vs. centralized record-keeping was that central is better: individuals would be tempted to fudge.)

Sponsoring institution or agency responsible for submitting information to the CLENE computer. Award should be a record in a computer listing by individual's name the continuing education activities in which they have participated.

CLENE might experiment with one library association or state agency in maintaining records, and perhaps even evaluating for eligibility for points towards awards, but using the association's criteria, not necessarily the criteria of a CLENE model, no matter how superior the latter might be.

Some centralized system, either a national agency or many related to each profession, e.g., Educational Testing Service or Educational Records Bureau may assume this function.

The ultimate responsibility is with the individual. A larger centralized group may perform the necessary related paperwork but the individual should forward the necessary information to the central source.

> Our group felt that basically the individual is responsible for keeping records. However, the need for some control was brought out. Possibly within the individual's own organization there may be the responsibility to verify the individual's records.
>
> Buy the service at ETS--they are already set up to do it.
>
> The sponsoring body of continuing education programs must develop some record system.

There were very few negative responses from the discussion groups.

> Local job files and folders, not a central bureaucracy (Very strong opinion on this)
>
> No. Keep records at state levels with national recognition in program.
>
> We want the state and national levels to set guidelines and criteria, but want to avoid a vast system of record keeping.

A related question considered by the discussion groups was the issue of whether records of participation in continuing education from a variety of sponsors should be brought together. TABLE 1-17-2 reveals that 48 per cent of the groups answered "Yes"; 17 per cent answered "No;" 30 per cent of the groups did not respond to this question.

A typical response:

> Our participants were in favor of a central record of continuing education activities, if it brought together records from a variety of sponsors. They would be willing to pay an organization to do this but not on the basis of a regular fee, but only when there was a transaction in or out.

TABLE 1-17-3 indicates the replies given by the discussion groups in answer to the question: "Would a central record system based on criteria that are mutually satisfactory tend to improve the quality of continuing education programs and courses ?" The answer given by 54 per cent of the groups was, "Yes"; 15 per cent said "No"; 8 per cent did not reach a consensus; and 23 per cent did not respond to the question.

Only one group wrote in a reply to this question:

> It should! Groups sponsoring offerings which didn't meet criteria would find they weren't able to compete with "approved" groups, if the recognition system should "catch on" so that people really did concentrate on keeping a record of their accumulated experience.

TABLE 1-16 presents the reaction of the discussion groups to the issue of whether each individual should be responsible for keeping his or her own records up to date. A substantial proportion of the groups (60 per cent) believed the individual should be responsible; 16 per cent answered in the negative. Although 21 per cent did not respond to this item, those that did had many comments relative to it.

In answering this question, many groups also saw problems whatever way record keeping might be done.

> Participants in our group seemed to agree that the ultimate responsibility for keeping a continuing education record up-to-date rests with the individual. However, they also saw a role for the provider in maintaining in-house records and in sending in records for all participants who pay extra for the service. Having the provider automatically arranging for CEU's would be a selling point for a continuing education program.
>
> Prefer that an institution -- the one which originally granted the person's Master's degree -- or a regional academic group under the direction of CLENE do so.
>
> Much of our discussion centered on the necessity for a mechanism for keeping records up to date. Several favored the idea of sponsoring group of any activity which offers CEU's being required to submit records to the central record-keeping agency. As an alternative to each individual registering his information with the recording body, the provider of the continuing education program could undertake to send in the information for each participant and ask each participant to pay for this service as part of the fee for attending the program.

> Record keeping was another major concern voiced by the group members. It was agreed that CLENE should be responsible for keeping necessary records for those programs in which it is involved. On the other hand, the individual, the employing institution, and the organization sponsoring the activity should be responsible for record keeping and that, at this time, a central records file maintained by a national organization would be undesirable. However, the group would recognize the CEU for purposes of record keeping, although not for the purposes of national recognition.
>
> Reaction was split as to how and by whom record should be kept. Although two groups felt that the individual should be responsible for keeping his or her own records up to date, all participants expressed a desire for a central record-keeping system, and would pay for it.

An alternative suggested by one group was:

> Individuals keep own records and submit documentation when have completed award requirements. Sponsors should give "letters of completion" to participants in non-traditional continuing education activities. The central record should only be for awards given.

When the study team learned from the discussion group response the interest that existed for central record keeping, it was decided to ask the "individual approach" interviewees how they are now keeping track of their continuing education activities. TABLE 2-7 shows that there are many different ways it is done--when it is done. Thirty-one per cent reported their activities to others (usually their employers) only; 22 per cent kept a personal record only; 18 per cent kept a personal record and also reported what was done to their employer; 10 per cent admitted they had no organized method of keeping track of continuing education activities; 6 per cent said they just summed up their activities in a resume when it was revised; 13 per cent did not respond to this item.

Those who did not keep a personal record gave more free responses to this question than those who did. Typical remarks of those who kept no record were:

> Don't keep track myself. Just go. Have no idea all I have done; would not be able to list what I have done in the last 10 years; just know that it is substantial.

> Don't really keep track; most people just don't keep track of what they do.

> Don't keep record very well--but my intention is to do some 'some day'.

> In job hunting market the way it is today will have to pull from memory but in future hope to set own better record-keeping system. Not done up to now.

> I have kept no formal record of my experience.

Examples of those who said they reported their continuing education activities regularly follow:

> What I do is important to 'my boss' so I tell what I do and she tries to publish it in a news sheet--that's why I am encouraged to report --so it can be published.

> I tell my employer as it may lead to an increase in pay.

> Send all I do to the state certification system; no problem with record keeping because of the state certification office.

Those who reported they kept their own records made statements such as the following:

> Don't need more record keeping. Records are a personal responsibility.

> I keep track of what I do and send off formal courses to career file at library school.

> I keep a personal file--list all activities; also list in monthly administrative report.

TABLE 3-5 reflects the views of the supervisory interviewees who were asked if they saw any benefit in having continuing education experiences of staff members recorded in some organized way. Thirteen (87 per cent) answered in the affirmative, roughly parallel with 77 per cent affirmative responses from the "individual approach" interviews.

The Project Staff followed this question by asking interviewees if they saw a benefit in having their own records kept in a centralized place. As shown in TABLE 2-9, 67 per cent of the respondents indicated that they would see this as an advantage; 14 per cent answered in the negative.

Those who believed it would be beneficial to them made statements such as the following:

> Should be a national registry with specific criteria. This would be more impressive to a prospective employer--more clout.
>
> Yes, record would be a benefit if at a national organization so it would not get lost and would be universally recognized. Especially good for mobility of people today. Not ALA.
>
> Yes, should be a membership organization that people join voluntarily--not a government agency.
>
> Yes, if there were standards set that were followed.
>
> Yes, it seems CLENE would be logical as it cuts across many types of organizations. Could not be a local association; statewide might seem logical, but would not be transferability with same standards across nation.
>
> Yes, but don't believe it could be a state library association but doesn't encompass all librarians in state.

Taking the overall responses to this question, the general feeling gained is that the record keeping as it exists today is very fragmented and there is room for considerable improvement for the benefit of all. It was also pointed out that for professionals it was easier to keep a record because today most universities maintain a career service which will update an individual's record whenever material is sent in--

this only happens of course when the individual remembers to keep his/her record regularly updated. The opinion was expressed that many practitioners don't bother to do this. It was also pointed out that support staff usually do not have a career service to which a report of continuing education activities can be sent and that, therefore, some type of "official" record system for support staff regarding continuing education activities would be especially helpful.

The next question asked of the "individual approach" interviewees was whether or not they would like to see their continuing education experiences recorded in some organized way. Seventy-seven per cent answered in the affirmative; 15 per cent said "No" and 8 per cent had no opinion to express on this item, as shown in TABLE 2-8.

Examples of those who answered in the affirmative follow:

> Yes. Would be a good idea because of mobility of people; can also be useful to prospective employers.
>
> Would especially benefit those going to new jobs.
>
> Would be valuable because it keeps accurate record chronologically. Would need a "certification" of some sort that it is actually done with full information about it--place, date, etc. There should be a national record and individual keep record, too, via transcripts received.

Those who saw no need for more record keeping expressed ideas such as the following:

> Too much involved in this idea. It would be simpler and more troublefree for each individual to keep own record.
>
> Don't see how could be done nationally; believe should be with individual and library.

Those who were not sure as to the value of having their continuing education experiences recorded in some organized way made statements such as the following:

> Don't feel it is a high priority if expensive; if not expensive and if can be done conveniently, then let's do it.
>
> Would be good for profession as would involve more people in continuing education, but might defeat its purpose by institutionalizing record keeping.

The supervisory interviewees were asked whether they thought their staff members would be interested in centralized record keeping. TABLE 3-4. Nine (75 per cent) answered in the affirmative.

If records are to be centralized, the question is logically, "Who should have access to these records?" TABLE 2-10 shows the reaction of the "individual approach" interviewees regarding this issue.

Thirty-one per cent of the respondents thought only the individual should have access to any centralized record of continuing education activity; 16 per cent believed it should be available to employer with individual's approval; 13 per cent thought it should be available to any other with individual's approval; 13 per cent indicated that it should not be restricted by the individual. One fourth of those interviewed (25.6 per cent) had not thought about the implications of this question and did not chose not to express an opinion.

Those who thought only the individual should have access made statements such as the following:

> Only the individual should have access to the record keeping system. If anyone could have access, it would create pressures for the individual which would be to the individual's disadvantage.
>
> Access is a sticky issue. I think it important not to have public access; it must be the individual who makes the record.

The 16 per cent who thought prospective employers should have access, if approval obtained from individual added statements like the following:

> Self and prospective employers and present employers should have access to records.

One of the interviewees who favored open access stated it like this:

> Yes, I think people should be able to ask the system and find out what continuing education the individual has become engaged in. They would not need to get my permission.

The supervisory interviewees were asked the same question. Their replies are recorded in TABLE 3-5. Opinions were diverse: 4 thought all who had the individual's approval should have access; 3 thought only the employers, with approval of the individual; 1 thought it should be available to professional associations with the individual's approval; 1 thought it should not be restricted to the individual. None thought the record should only be available to the individual him or herself. The major difference here in relation to the "individual response" interviewees was the fact that the highest rating for the individuals was "only self" (31 per cent of the respondents) while none of the supervisory interviewees thought the record should be available only to individuals.

The respondents were generally in favor of centralized record keeping. Many admitted that their present individual methods were haphazard and incomplete. The study team believes that more people were able to respond to this aspect of the issue because it represents a general level of awareness. More complex areas of the issue will probably become clearer and more close to consensus as the issue becomes focused through discussion, review, study--and the publication and dissemination of this report.

HOW MUCH ARE THEY WILLING TO PAY FOR RECORD KEEPING?

The discussion groups were queried about whether they would be willing to pay for central record keeping and if so, how much.

TABLE 1-17-4 indicates the reaction of the discussion groups showing if they would be willing to pay an organization to keep their records. Nearly half of the groups (48 per cent) replied in the affirmative; 13 per cent said "No;" 29 per cent made no response to this issue.

The following are some of the comments made by the groups relative to this issue:

> Not on a regular basis with a regular fee. Instead they would prefer to pay for the service each time they submit information to be recorded and each time they order a transcript. The question was raised about how long-term record keeping would be accomplished.
>
> Appropriate fees should be taken from workshops, classes, etc., to cover the costs of maintaining centrally kept records.
>
> So much of continuing education has to be paid for by the individual -- suppose a few more dollars for this can be spent.
>
> If the organization will provide one consolidated record of the transcripts for all the courses taken, the answer is YES.

Next the question arises as to how much they would be willing to pay annually for a central record keeping system. TABLE 1-17-5 shows that the largest agreement (39 per cent) of those groups who considered the question and reached a consensus on it opted for $4.00 to $6.00; the second choice was $2.00; the next was a tie between $3.00 and $6.00 to $10.00. Two groups, or 7 per cent of the responding groups, indicated "above $10.00." Two groups thought it should be non-profit, and one group suggested that it should be a service from payment of dues.

There were not many written statements about suggested amounts to be paid annually relative to central record keeping. However, one group recommended a maximum of $5.00 to establish files.

One group said they would pay $10.00 to an association if this would include membership, newsletter, and possibly one transcript a year.

The discussion groups were further asked if they would be willing to pay for each transcript of continuing education records. TABLE 1-17-6 shows that over half of the groups (56 per cent) that reached a consensus and responded to this item opted for $1.00, as this is a standard university charge for this service. Two dollars was the second choice (29 per cent of the responding groups). Twelve groups thought no profit should be made from sending of transcripts; three groups thought a transcript should be included as part of the dues.

As in the preceding question, there were not many written comments relative to this item. One group suggested that a service fee of $2.00 should be charged for each continuing education offering recorded and that in addition a charge should be made for each transcript.

Another group stated they would be willing to pay up to $3.00 for each transcript ordered.

TABLE 1-13-1 indicates the response of the discussion groups to whether or not there should be a charge for application for a continuing education recognition award. Thirty five per cent of the groups responded in the affirmative; 25 per cent in the negative, However 38 per cent of the groups made no response to this issue at all.

From the comments about this question and from comments scattered throughout the written reports from the groups, it seems that one reason for the large number of groups making no response here was the fact that there was a widespread and strong feeling among the groups that they did not like the use of the concept of an "award" at all in relation to recognition for continuing education.

A high non-response rate on all of these questions dealing with costs indicates that the discussion groups found it difficult to address these issues. Some comments indicated that they just had not thought about it before.

It should be noted that this question was not asked of the interviewees.

In sum, the response that was received, however, revealed a relatively low level of expected personal cost for central record keeping. This would seem to inject a cautionary note to any group that might think of filling the role of central record keeping for continuing education, for the costs estimated to start such a system and keep it going are considerably larger than the amounts that respondents indicated they were willing to pay.

HOW CAN QUALITY CONTROL BE ACHIEVED?

In seeking the answer to this question two areas are of primary importance: 1) the measurement of continuing education activities; and 2) the development of criteria for quality for total continuing education programs and single offerings. First, measurement is discussed with particular attention to the Continuing Education Unit (CEU).

MEASUREMENT OF CONTINUING EDUCATION

Survey Data

Recently a state librarian wrote to the Project Staff, "We are finding that our greatest stumbling block is the area of standards and measurement for recognition programs." Indeed the area of standardized measurement is an issue that has been a difficult, and often controversial, area in the formative stages of recognition systems in other professions also.

TABLE 1-6 represents the reactions of the discussion groups to the issue of the number of credit hours, or their equivalent, one should accumulate to become eligible for the continuing education recognition. The choices were 25, 50, 100, or more.

The fact that the highest response rate in the table is for the heading "No response" (34 per cent) gives an indication that this kind of consideration is difficult for a group to give an opinion about unless a basic measure has been established.

Also, the second highest reaction was "No consensus," indicating a lack of response (52 per cent) possibly due to confusion by groups over the idea of the Continuing Education Unit (CEU) now used in many continuing education programs and recognition systems in other professions. As one group expressed it, "All we know right now is academic credit. How much is a CEU worth in a system compared with one academic credit?" One group suggested a differentiation between number of credits or units at national level and at state/regional level (i.e., 50 CEUs for state/regional recognition -- more for national recognition).

Those groups which expressed a numerical indication opted most often for 25 credits or units in order to receive some form of recognition. However, this represented only 16 per cent of the reactions from the groups.

Ambivalence regarding the amount of continuing education to be accumulated to qualify for continuing education recognition is further reflected by the fact that only seven groups chose to write individual comments about this question -- the lowest number of write-in comments relative to suggested discussion topics. The interviewees did not espress any opinions on this issue, but 19 of the 37 (51 per cent) of those who wrote free-form letters in reply to the draft model stated that the 25 points suggested (with 1 CEU--10 contact hours--equal to 1 point) was excessive.

One of the major concerns of participants in all the modes of the data collection process was the problem of measurement relative to a recognition system for continuing education participation. In the belief that some of our readers may have many of the same kind of questions about measurement relative to a recognition system, we are devoting the next few pages to presenting some background information in this important area. Special attention is given to the Continuing Education Unit (CEU) as its use is continuing to expand.

Measurement in Other Professions

Turning to a review of the types of measurement used in other professional recognition systems, we find that the average amount of participation expected is about 40 hours per year, or, more frequently stated, in terms of 120 hours for three years. In some cases this is clock hours (60 minutes), and in some cases contact hours (50 minute classroom instructional sessions).

The objective is to develop some sort of official policy and procedures that can be mutually agreed upon concerning the planning and offering of non-credit learning experiences and an equitable determination made of the number of hours to be accepted for each activity. A sample determination follows:

- Three day conference has 6 contact hours per day and for the total, 18 hours (equivalent to 1.8 CEU's) is allowed. The conference may be scheduled for a total of 24 hours, but only 18 were considered contact hours by the planning committee.
- Short course has 1 contact hour per night for 16 nights = 16 contact hours (equivalent to 1.6 CEU's).
- Home Study Course has been assigned 5 CEU's by the sponsor which would equal 5 x 10 = 50 contact hours.

The CEU as a Measurement Tool

There were three objectives in the development of the continuing education unit (CEU), all of which are related to objectives of a recognition system for a profession:

1. To establish permanent records for individual participants for accumulating, updating, and transferring information concerning noncredit continuing education experiences.

2. To provide a uniform system for accumulating data at the institutional or organizational level to assist in program planning and development and in administration and fiscal management.

3. To establish a national system of measurement to facilitate the collection of data on a national basis and provide valid statistical information necessary for legislative action and public policy determination relating to noncredit adult and continuing education activities.[1]

Selection of the 10 to 1 ratio of contact hours to CEU was an arbitrary decision by the National Task Force after exploring a variety of ratios. The ratio facilitates simple mathematical calculations and is easily related to other measurement systems such as clock hours and credit hours. It is decimally related to contact hours and may be expressed in tenth. A 22-hour short course therefore would be converted to 2.2 CEU.

Program objectives, content, and length should be determined before a program is approved by the sponsor for CEU. In contrast to the credit system which usually starts with a predetermined measure of one, three, or five credit hours, the CEU is open-ended and flexible. In addition, a lengthy program may be subdivided into smaller components, each qualifying for CEU.

Conferences, short courses, institutes, workshops and other formats of continuing education which qualify for CEU may now be related to each other quantitatively. This new capability provides valuable assistance in establishing levels of recognition for individuals, whether for job classification purposes, maintenance of membership, or for special awards.

In relation to accreditation, it should be pointed out that the conceptualization and development of the CEU has been predicated on the theory that any body or organization that conducts postsecondary continuing education programs might adopt the CEU. The philosophy that each CEU program stands on its own when applied for recognition by the participant seemingly negates the need for the traditional pattern of educational accreditation. This may be too idealistic a philosophy, but it stresses the "user orientation" of the CEU, and shifts much of the responsibility for accreditation to the consumers of the educational product. Whereas the traditional accreditation of educational institutions is a voluntary process conducted by the institutions themselves, the CEU theoretically shifts this responsibility to the consumers or to user groups. Program sponsors are called upon in the CEU program criteria to use representatives of the target population in the planning process to insure the relevancy of the subject matter to the program objectives. Consequently the changing needs of audiences are readily incorporated into each program.

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[1] National Task Force on the Continuing Education Unit. The Continuing Education Unit, Criteria and Guidelines. (Washington, D.C.: National University Extension Association, 1974), pp. 1-2.

> If CEU programs are to be fully relevant and useful, user groups must exercise their responsibilities of program planning. Constant interaction with program sponsors and monitoring of program efforts by user groups will readily determine if sponsors are capable and qualified to offer meaningful programs. User groups that are only interested in counting the number of CEU received by its constituents will reap little in the way of meaningful continuing education.[1]

During the course of the Project all the State Librarians were asked whether or not the CEU was being used or being discussed in their states. Three reported that a state plan was already in operation using the CEU; 11 said the use of the CEU was now being discussed, 9 that the topic was beginning to surface in their states. In addition a number of library associations including the Medical Library Association, the New York Library Association, and CLENE, all initiated use of the CEU, and the number of institutions and organizations, including total state university systems, is rapidly growing. From this widespread use of the CEU, it would seem realistic to say that any recognition system developed should provide for the recording and use of the CEU. The national interest in the CEU as a uniform unit of measure continues to increase.

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[1] Louis E. Phillips, "Continuing Education Unit: A New Dimension in Continuing Education." A presentation to the American Physical Therapy Association 51st Annual Conference, Anaheim, California, June 19, 1975. (Mimeographed).

In summary, there are two unique and essential points to remember about the CEU: (1) when properly executed, according to the guidelines, representatives of the target population for whom the CEU is designed should be involved in the planning process, and (2) the value or worth of the CEU is to be judged at the point at which the participant applies his/her CEU for evaluation or recognition. Therefore, those judging the CEU part of a continuing education record of an individual usually are (or should be) in a position to know if a particular CEU experience was appropriate to the participant's job or professional status.[1]

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[1] Some helpful references relative to the CEU are: Continuing Education Unit - Selected Conference Proceedings of September 19-20, 1974, Springfield, Illinois. (Springfield, Ill.: Illinois Community College Board, 1975); John W. Enell, "The CEU Comes of Age," Engineering Education (November 1975), 147-151; Paul J. Grogan, "CEU -- A Perspective on its Purposes and Prospects," Training and Development Journal (January 1976), 14-18, 20; Illinois Statewide CEU Task Force, A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit. (Springfield, Ill.: Illinois Community College Board and Illinois Board of Higher Education, 1975); Michigan State University, Continuing Education Service, Handbook of Criteria and Procedures for Continuing Education Unit Programs. (East Lansing, Michigan. Continuing Education Service, 1975) [ED 111 991]; North Carolina State University, University Extension, Guide for Implementing the Continuing Education Unit at North Carolina State University. (Raleigh, N. C.: North Carolina State University, University Extension, 1975); South Dakota Task Force on the Continuing Education Unit, South Dakota State Plan for the Continuing Education Unit. (Pierre, S. D.: Office of the Secretary, South Dakota Department of Education and Cultural Affairs, 1975); Southern Association of Colleges and Schools, Commission on Colleges, The Continuing Education Unit: Guidelines and Other Information. (Atlanta: Southern Association of Colleges and Schools, 1973); Elizabeth Lindsey, "Model Recognition System: A Proposal for Michigan." In: Elizabeth W. Stone, Jean Connor, Mary Baxter, 1976/1977 CLENE/USOE Training Institute for State Library Agency Personnel Involved in Continuing Education: Final Report. (Washington, D.C.: Continuing Library Education Network and Exchange, 1977), pp. 1-9.

Although there have been many descriptions of the CEU, one of the first questions asked in the presentations and discussions in which the Project Team participated was always the question, "How can quality control be maintained if the CEU is used as part of a recognition system?" For this reason, and because it generally was not understood by those who participated in the study, there is presented in Chapter 3 a rather detailed statement explaining why, if used correctly and according to the guidelines, there is a considerable degree of quality control possible in the use of the CEU for measuring and recognizing non-credit, non-traditional continuing education endeavors.

Phillips emphasizes an important concept relative to the use of the CEU which is frequently overlooked. That is the responsibility of the professions to make the CEU serve more effectively the purposes for which it was designed. He states:

> Sole dependence on the CEU as a measure of competence will not be sufficient. Broadly based programs of professional self-development must be instituted including such elements as improved job performance, service to the profession and community, and demonstrated leadership. Meaningful curriculums unique to each specific user group should be designed to combine these elements. New responsibilities of curriculum development, program monitoring, evaluation of individual progress and the implementation of recognition programs must now be assumed by the professions. The accountability and resulting public esteem rest in the hands of those who know the profession best.[1]

Next, we turn to a consideration of an even more complex and comprehensive issue, that of criteria or standards for continuing education.

CRITERIA FOR CONTINUING EDUCATION PROGRAMS

One of the needs that was expressed throughout the discussion groups and in the free-form letters that came back from the field was that a statement of criteria or standards should be developed for total programs of continuing education and for single offerings. Looking to the other professions we find that statements of this type have been formulated which seem to be working effectively in the field.[1]

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[1] Phillips, op. cit., p. 13.

The use of standards would reflect the recognition by individuals, libraries, information centers, firms, state library agencies, and library education programs of the important place of continuing education in today's rapidly changing library/information/media center environment. Even minimum standards would be an aid to insure that programs are less likely to vary in:

- Quality of development and presentation
- Measurement and reporting of credits or hours of endeavor

In addition, the large number of programs available throughout the United States and the mobility of participants in these programs creates measuring and reporting problems that suggest the need for nationally uniform standards. The purpose of a statement of standards would be to provide such uniform criteria. Generally the research indicated that there was a need for criteria covering such topics as:

- Continuing education program development
- Continuing education program presentation
- Continuing education program measurement
- Continuing education program evaluation
- Continuing education reporting

Taken together, the ability to develop criteria that could serve as a uniform model for all those organizations and institutions who develop and sponsor continuing education programs and a uniform measurement scale for continuing education activities would aid significantly in the control of quality of continuing education programs.

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[1] For example: American Institute of Certified Public Accountants. Continuing Professional Education Division. Statement on Standards for Formal Group and Formal Self-Study Programs. (New York: American Institute of Certified Public Accountants, 1976); American Nurses' Association. Guidelines for State Voluntary and Mandatory Systems: Continuing Education in Nursing. (Kansas City, Mo.: American Nurses' Association, 1975); The American Council on Pharmaceutical Education, Criteria for Quality and Policies and Procedures for Approval of Providers of Continuing Education (Chicago: ACPE, 1977).

SHOULD CAREER PLANNING BE TIED INTO THE SYSTEM?

There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current and future career goals. The "individual approach" interviewees were asked if they, themselves, would be interested in the idea of developing a personal career plan either by themselves or with the guidance of others.

TABLE 2-17 shows that fifty-five per cent of the respondees said they would be interested in the idea of developing a personal career plan, either by themselves or with the guidance of others. Eleven per cent indicated that they would not be interested; 24 per cent thought they might be interested; 5 per cent said they were already involved in this type of planning; and 5 per cent did not offer an opinion.

This was another question to which there was a large amount of free response. The following statements present the most frequently mentioned ideas in this area.

Those who indicated that they would be interested if there were guidelines made such statements as the following:

> Only interested if there were guidelines concommitant with a career plan: 1) experiences should be related to specific career plan; 2) experiences should be noted only when they are NOT a repeated experience
>
> Guidelines would be helpful -- job prospects in the area of planning; training needed; where training available.
>
> Sure, if there were some guidelines, but would depend on whether a person is already set in career development or if not set. Need help in way to find a route to go from all the options that are available -- how find all options or specializations. Need help in ways to measure where one is in relation to goals set.
>
> Would be interested if some guidelines -- need to know about job options and learning options to spark my imagination.

> In order to do career planning I would need a structure against which I could ask "What could I do better?"
>
> For a career plan I would need to: learn what public would expect librarians to know and keep up with; learn what needed for my particular job; need to indicate involvement and concern for community and my specific role in it.
>
> I think there should be a game plan to help a person know what one is to do in his/her role. Short term is not as necessary as long term; but for long term there must be stimulus.

Twelve of the respondents indicated that they might be interested if there were consultants available with whom they could counsel. The concerns were expressed in such terms as the following:

> The tendency is to get so specialized that it is hard to get a job in another area that one might really like better.
>
> A list of consultants would be helpful to answer questions such as:
> What are employment trends of the future?
> What courses or experiences might help me if I wanted to do a certain type of job different from the one I am doing now?
>
> Yes, if there were some guidance available -- especially right after getting Master's (MLS). I would have been better able to be more focused in future learning. The best kind of help -- a helpful person, perhaps a coordinator. We don't have the opportunity and time to do it on our own.
>
> Might be helpful; feel locked in. Person would be more help than guidelines -- someone who would know how to expand vision; would know requirements of how to get to certain objectives.
>
> Would be helpful if there were help periodically; this kind of help is not generally available to people after they get

> out of school. Should always be remembered, however, that individual's choice should not prevent whatever help might be given.
>
> Need help in knowing what classes are available to meet a self identified need.
>
> Would need guidance from others to see options, job requirements, and learning opportunities. Somehow there should be a way to open up the scope of knowledge that would be useful if in a library or area there were counselors who could be contacted when needed.
>
> I have a career plan, but could use some help to guide me in this. But would want only very broad interpretation of what goals are -- so it is not restrictive mechanism -- wouldn't mind doing it with someone. Can see how others would want to do it on own.
>
> I need information on both jobs and learning opportunities. Somebody to talk things over with who knows emerging trends in librarianship would be important -- awareness is important.

Those that were not sure, but thought career planning might be helpful, or have some helpful aspects, made such statements as the following:

> In librarianship a career plan doesn't have the same agreed upon activities as in other professions such as medicine. Librarians cannot tell the directions that will be necessary for them to take in five years. Guidelines can't be specific as there are too many different and developing things to take into account in any overall plan.
>
> Sounds interesting, but a long range career plan would lock me in. I change gears frequently, and need all help I can get in whatever way I can get it.
>
> Might be of value to develop a plan in writing and would help to have suggestions, but am not sure that it would be

very feasible. However think would have a great deal of appeal to paraprofessionals generally; perhaps more valuable to them than anyone else.

Professional growth plan sounds good on the surface, but have questions and see problems. One needs prior approval by supervisor to engage in continuing education and there is no provision for last minute opportunities which do not have approval.

In librarianship very few people are able to plan their careers. It might be helpful once you get somewhere, but can't see it to get somewhere. All right for very specific areas, such as law or medical librarianship, for example.

Things are too changing this day and age to get locked in to a long range career plan. Not interested in a long range career plan, but a plan for one year -- to plan what you need to do would be beneficial.

Those who stated they would not be interested in career planning made statements such as the following:

This seems non-relevant to a recognition system. Don't see needing one.

Not really interested, perhaps on a short term basis. But not in long term. I believe in spontaneity and being as flexible as possible.

A career plan would restrict flexibility and it is difficult to judge worth of overall plan.

Theoretically the career idea sounds good, however, one really does not know what will come up and too much planning leads to inflexibility.

The current job market does not aid the idea of career planning -- one has to be ready to adapt to what is available.

> No, not interested. Too hard to predict. One needs to keep flexible and adaptable and be ready for a changing future. Too much structure does not help one meet change. Need to see each opportunity as it comes along and decide in the light of what is happening to them at the time. Need to be able to seize opportunities when they arise; a career plan might hinder me from doing this.
>
> I think that very few people would have the trust and confidence in a peer to be totally honest with them in their career planning, and therefore guidance from others is not the helpful resource that it sounds like in theory. With the rapid changes in the field it is too hard to plan very much ahead of time; one needs to accommodate to so many things in life as they come along and things taken by chance often lead to a career change that is not anticipated, and geographic mobility -- or non mobility -- leads to career changes that cannot be planned for.

Two respondents suggested the need for planned opportunities to help people learn how to engage in career planning:

> I already have a career plan -- 3-5 years at a time. I would suggest that it would be helpful for others to conduct career planning -- how to do it -- workshops at professional conferences. This could be organized at national levels and filtered down to implementation at state and local levels.
>
> I don't think there is much appeal for career planning, but why not offer a course in career planning and see if there were any response -- perhaps there might be. One might have a pilot program to define a career plan and how to plan and see if there were any turnout and an effort could be made to define a target audience that might need and be helped by this type of thing. A state association might try it out but question whether there would be any takers.

From a study of the 54 free response statements to this question, it would seem that the majority were so conscious of being adaptable and flexible to changing conditions that there would be more appeal for planning what one could do to improve one's present role performance over a short term (year or two) through continuing education activity than through long range career planning.

TABLE 3-10 indicates the response of the interviewees to the following statement:

> There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current or future career goals. Do you think such a career plan would be useful to your staff members?

Nine (60 per cent) of the supervisory interviewees thought that guidelines would be useful; 4 (26 per cent) thought they would not; 1 person thought they might be, and 1 had no opinion.

Sample supervisory statements indicating that career planning would be useful follow:

> Career planning would be of the greatest value. It is the most practical approach. Furthermore a record of continuing education would be useful relative to career planning. Could see how career developed and changed. Resume records are not adequately in depth and sometimes make false claims.
>
> Yes, it would be very useful. Many don't want upward mobility, i.e., administrative level positions, but rather a lateral mobility to new and interesting jobs. Career planning is needed for people seeking this kind of help.

Examples of statements that did not see a career plan as useful to staff members follow:

> No, I don't think planning for a whole career would be useful in relation to continuing education opportunities -- would lock out new opportunities. Have found that

> if one gets started on a plan one tends not to see and take advantage of what is emerging and newly available.
>
> I think people recognize their own needs and work to answer them. Those I work with are satisfied with their own job and are not looking for new careers.
>
> In a long range career or professional growth plan there are problems: 1) prior approval by supervisor is necessary and there are no provisions for last minute opportunities which so not have approval; 2) what kind of educational travel and foreign study would qualify?
>
> I am not in favor of structured plans. Think that too much structure inhibits particpation in continuing education activities and inhibits creativity. Flexibility is often lost in career planning.

In general the supervisory personnel seemed to favor guidelines, but did not have specific suggestions as to what these should be except that they were concerned that they not be so restrictive that flexibility and adaptability were not possible within them.

Over all, although guidelines for career planning would be generally welcome, the idea of making it obligatory of each participant in a recognition system to submit for evaluation by the administrative agency a plan with an essay outlining the way in which he/she considers the continuing education fits into the career plan seemed too cumbersome and required too much administrative detail to effectively fit into the system to make it work efficiently. But the greatest objection to tying a career plan to the system was the fear that such a procedure would cause lack of flexibility and adaptability at a time when the profession was changing with unprecedented speed. A further issue was concern about who would serve as readers of the career plan and the essay and have the authority to evaluate them, and to say whether or not the continuing education activities reported fit into the plan and could be acceptable toward a Recognition Certificate. However, respondents did see how provision for short term self-assessment activities could fit into the system and would enhance its value.

SUMMING UP

A great many quotations from practioners in the field have been presented in this chapter relative to the issue of a voluntary recogntion system for participation in continuing education. The Project Staff believed it was important to report these reactions because the issue of recognition has largely been bypassed until now in the profession. Hopefully these comments by the participants will lead to informed debate from stimulating individual readers to see the many complex facets of this issue. Now is the time to ask and discover if the issue of recognition is a viable and beneficial one on which to spend time, energy, and money. If so, steps should be taken to move ahead; if not, then consciously and for good reason the profession should say, "No."

From the findings presented in this Chapter, the Project Staff has derived the conclusions and recommendations which are presented next in Chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS RELATIVE TO DEVELOPMENT OF A VOLUNTARY CONTINUING EDUCATION RECOGNITION SYSTEM FOR LIBRARY/INFORMATION/MEDIA PERSONNEL

The findings from this study reveal benefits, preferences, attitudes, barriers and ideas relative to the possible development of a voluntary recognition system for library/information/media personnel participating in continuing education efforts. The Project Staff has determined that a useful way to approach its conclusions and recommendations is to identify a major issue or question, then state the conclusions and/or recommendations designed to address the issue, which seem justified from the findings, followed by important qualifications and comments. This method was chosen because the Project Staff recognizes that these issues and their solutions are complex and far-reaching. All of the conclusions and recommendations are based on and justified by information collected from library/information/media personnel. In some instances they are related to relevant events and trends from continuing education systems in other professions. Recommendations are numbered consecutively throughout the Chapter. These conclusions and recommendations have been translated into components within a suggested model voluntary recognition system for library/information/media personnel in Chapter 6.

WHY HAVE A VOLUNTARY RECOGNITION SYSTEM FOR CONTINUING EDUCATION?

In the evaluation of voluntary recognition systems of other professions two questions are always asked: 1) "Is the number of people participating in continuing education activities growing?" and 2) "Are persons from all geographic areas participating in continuing education as a result of the system?" The answer to each of these questions in other professions in so far as the Project Staff was able to discover is a resounding, "Yes." It seems clear to us that from the wide array of benefits expressed by participants in the study that a recognition system would stimulate greater participation in continuing education throughout the profession and lead to improved service--the ultimate goal of all recognition systems.

It was also apparent to the Project Staff that practitioners in the field do not completely comprehend the dimensions of a fully developed recognition system. In fact, in some cases, the idea seemed like a completely new concept. They did however, fully realize the current need for an increase in the quality and quantity of learning opportunities that would be available to all regardless of geographic location. Also, they were aware of the increasing demands of the public for increased accountability of all professions for quality service. Planning should take place now, we feel, for further work on a voluntary recognition system.

The basic and most significant recommendation of this report, therefore, is the following:

Recommendation 1

> A voluntary recognition system for library/information/media personnel participating in continuing education should be developed and implemented.

Although no attempt is made here to repeat all the benefits the respondents stated, some of the most frequently cited benefits which can be viewed as potential goals and objectives for a voluntary recognition system are presented here. The participants listed benefits they perceived for themselves as practitioners and benefits they believed would accrue to the profession. The listing here reflects these two perceptions.

1. The chief potential benefits of a voluntary recognition system seen by individual library/information/media practitioners, as important to themselves were:
    - It recognizes, encourages, and supports library/information/media personnel who voluntarily participate on a regular basis in continuing education endeavors
    - It provides documentation to qualify for advancement and expanded job opportunities: promotions, salary increases, specialization
    - It provides an orderly means to log continuing education activities and learning experiences
    - It provides encouragement, motivation, and incentive for continuing learning in a constantly changing field and to fulfill roles with competence
    - It stimulates self assessment of competence relative to work situation

2. The chief potential benefits of a voluntary recognition system seen by library/information/media practitioners for the professions were:

   - It improves the quality of library/information/media service by stimulating and recognizing practitioners who maintain competence and high standards of professional practice by continuing education efforts

   - It places a value on the importance of developing more meaningful continuing education

   - It focuses attention on the necessity of building educational criteria/standards for library/media/information science continuing education programs and single offerings

   - It motivates employing institutions to establish policies on continuing education

   - It provides a public relations vehicle for improving the profession in the eyes of users, the public in general, and other professions by demonstrating that librarianship places a high value on continuing education

As might be expected, however, agreement on the value of establishing a recognition system was not unanimous. Some doubts were raised as to whether sufficient benefits would indeed accrue from such a system. Those opposing the establishment of a recognition system questioned whether this kind of motivation was really needed and whether the system would really stimulate increased participation in continuing education efforts. Although the emphasis throughout the study was on a voluntary system, some do not favor it because they fear a recognition system might be used to support and justify mandatory continuing education or licensing or certification requirements.

WHAT SHOULD BE THE OBJECTIVES OF A RECOGNITION SYSTEM FOR CONTINUING EDUCATION?

The participants were also asked, "What should be the objectives of a recognition system for continuing education?" In stating relevant objectives of a voluntary recognition system, many of the same concepts were mentioned by the respondents as were listed by them as benefits. A few examples follow.

- Demonstrate the profession's desire to encourage, recognize and support persons working in and with libraries who strive to advance their skills and knowledge and thereby improve the quality of library service provided

- Provide a motivating force to encourage systematic participation in continuing education

- Provide incentive for the formulation and maintenance of criteria for continuing education activities that are accepted for recognition within the system which will lead to the upgrading of the quality of continuing education programs.

This first recommendation is based on the relevance of the perceived goals and objectives as they relate to improved service to the public and to the potential benefits offered to the profession as a whole as well as to the individual practitioner, plus what has been learned from other professions as a result of their developing and implementing recognition systems for continuing education.

The rest of the conclusions really represent sub-issues involved in the design of a recognition system--the activities that merit inclusion in the system, the administrative structure and guidelines, the type of recognition that will be given, in relation to feasible units of measurement and a feasible method of keeping records; and a plan for providing criteria and standards for the continuing education activities accepted into the system.

WHAT ACTIVITIES MERIT RECOGNITION?

The types of continuing education endeavors with the most general acceptance for inclusion in a possible recognition system are: courses for which academic credit is given, institutes, workshops, seminars, home study, conference participation, association activity, and professional publication.

Recommendation 2

A recognition system should make equality of opportunity for continuing education a reality by including nontraditional learning experiences.

The participants favored provision for a balanced mix between traditional and nontraditional learning experiences in a recognition system.

However, there was a persistent note throughout the data collected, that the most important thing might not be the "method by which people learned" but rather the importance of learning--by whatever method (including self-directed learning activities), so long as the ultimate objective is improved service on the part of the library/information/media practitioners.

In other words, it was emphasized that there should be some provision for nontraditional forms of learning to meet individual needs, a mix between traditional and nontraditional is desired. Perhaps the most vigorous statement emphasizing the important of the nontraditional was made by a supervisory interviewee: "Continuing education is one way to prepare for the coming world of information transfer--to prepare for the shocks of the next 25 years. We've got too much overhead in traditional approaches; it hampers us from making the necessary adjustments for our survival."

Inclusion of nontraditional learning experiences is in line with the current feeling growing throughout the nation that the activities of self-directed learners and their uses of nontraditional resources for learning should be recognized. This leads to the next recommendation.

Recommendation 2a

Meaningful criteria for quality control are necessary for including nontraditional experiences in a recognition system.

The issue of quality control is one that was raised by all groups, but solutions were not suggested in any detail or depth by the participants in the study. A few suggested criteria or limitations were offered by the respondents.

For example, some suggested that in order to be acknowledged, a self-learning experience would have to be accompanied by a statement indicating how it was planned, executed and evaluated. The more detailed specifications presented in the model in Chapter 7 had to be based largely on the experience of other occupational groups in struggling with the issue over a number of years.

Recommendation 2b

It is recommended that required variety of experiences not be stipulated in a recognition system.

The participants believed that strict requirements about necessary variety of experiences needed to achieve recognition would ultimately penalize many.

Although the majority of the respondents agreed that it is desirable to have a variety of activities included in a recognition system, they were very negative toward the idea of using the word "required" placed before "variety of activities". This was due to fear that, because of isolated geographic location or lack of support from supervisors who did not grant released time or encouragement for continuing education, many might be automatically excluded from the system if strict requirements were made.

Recommendation 3

Application for participation in a recognition system should be voluntary.

All library/information/media personnel as well as all those "in and with" libraries should be encouraged to apply without regard to citizenship or membership in any professional organization. Any recognition system developed should be an open system for those who seek to improve their service to the public through learning experiences. It is not intended as a means of honoring individuals for long, faithful or distinguished service to the public, or for outstanding performance in the field.

Recommendation 4

Any system developed should include learning experiences which are available to paraprofessionals, trustees, and others working "in and with" libraries.

One by-product of this report may be a greater sensitivity to the special needs and circumstances of many individuals using nontraditional forms of learning, who are working "in and with" libraries. This would include all personnel at all levels employed in libraries, library board members, volunteers, friends of library groups, academic and education administrators, faculty members, company officials and board, etc. The particular group mentioned most frequently that could benefit from an all-inclusive recognition system was the paraprofessional. As a result of a recognition system it was postulated that more opportunities designed especially for paraprofessionals would be developed.

Recommendation 5

> Because opinions on the inclusion of in-service education and staff development were very divided, inclusion should be saved for later consideration.

The reasons for exclusion were related chiefly to the difficulty in setting up units of measurement for in-service training and staff development that would be equitable within the boundaries of a recognition system.

WHO SHOULD PROVIDE THE STRUCTURE AND GUIDELINES FOR RECOGNITION IN THE PROFESSION?

Recommendation 6

> The Continuing Library Education Network and Exchange (CLENE) should take a leadership role in developing a recognition system to present to the profession.

It seems warranted from the responses received to conclude that a single, national organization provide initially the structure and guidelines for a recognition system.

As CLENE is in essence a consortium of organization and individuals concerned about continuing education, and the only organization whose sole mission is continuing education, it appeared logical to the majority of the respondents that CLENE should initially design structure and guidelines to be submitted to the field for reaction and support after representatives of all concerned groups have had an opportunity to suggest modifications that may be in order, and should be tried on a pilot basis.

Recommendation 7

> The recognition system should have built by it means of quality control of continuing education activities accepted into the system. The system should contain enough specifics to test in the field.

A strong demand was expressed by the participants in the study for a model which would include or have appended to it:

- Common categories of recognized activities;
- Statements of policy on the use of the Continuing Education Unit (CEU);
- Statements on criteria for quality for providers of continuing education programs;
- Criteria and assessment factors for reviewing single continuing education offerings;
- Statement on what kinds of recognition are recommended in the system, and by whom the recognition should be given;
- Definition of terms;
- Guidelines with enough details to have the model operable at least on a pilot basis;
- Provisions which would provide for a compatible continuing education recognition system throughout the nation.

In discussing a compatible system the hope was expressed that any system developed would be flexible enough so that each state that had its own continuing education programs would be able (or willing) to accept program offerings approved by other states, and that all could be accepted by the national system.

DO PRACTITIONERS SEEK RECOGNITION AND/OR AWARDS?

Recommendation 8

The term "award" should not be used in acknowledging the continuing education efforts of library/information/media personnel. Practitioners indicated that they are interested in receiving recognition, but they react negatively to the term "award."

A majority of those participating in the study conceded that tangible acknowledgement for participation in continuing education activities would have some appeal for them, but there was no overwhelming expression by them as to the preferred format that recognition should take. As one letter stated: "We want recognition but don't know what it should be."

The use of the work "award," which is the one most commonly used in other professions relative to acknowledgement for continuing education activity, struck a very negative chord among the participants in this study. Running throughout the free-form responses was the forcefully repeated statement that awards might appeal to others, but "I don't need awards to motivate me."

In answer to the question heading this section, "Do they seek recognition and/or awards?", the overall impression the Project Staff received was that the majority of those taking part in the study thought a recognition system would have benefits to them and to the profession and they would probably use such a system if developed, but they are not actively seeking awards, and in fact, often claim that awards are not important to them at all.

In commenting on this issue, it should be pointed out that similar reactions are recorded in the literature of other professions as to the seeming lack of vigorous interest in the development of recognition systems and the giving of awards, yet once developed, the systems have attracted to them increasing numbers of participants and the quality of service has generally been deemed to have been upgraded.

Recommendation 9

> To meet the expressed needs in the field, two forms of tangible recognition should be available to participants: 1) availability on call of transcripts of their efforts in continuing education; and 2) a statement showing a certain quantitative measure of effort expended.

Many of the participants indicated that the availability of centralized records and the ability to request transcripts at any time would be the most valuable feature of a recognition system for them.

Of the type of formats generally used by other professions, the certificate appealed to the majority.

If statements testifying to a certain quantitative measure of continuing education are given, the feeling seemed to be that there should be some flexibility in the system as to how and by whom such statements should be distributed. Some respondents felt that the awarding of certificates should be at the local level--in the employing organization; some that it would be most effective at the state level; some that the professional association would be the most effective; but overall the general feeling seemed to be that recognition at the national level would carry the most status and therefore be preferable.

There seemed to be general agreement throughout the study that tangible forms of recognition for paraprofessionals, demonstrating to their employers their concern for lifelong learning and keeping up with new developments in the field, would be especially advantageous. It was pointed out that paraprofessional and other groups working "in and with" libraries who are not holders of MLS degrees often have no way to present evidence to their employers that they are engaging in continuing education experiences which might qualify them to undertake many tasks that they might have the ability to perform. One of the key problems in libraries that has been identified in a number of recent studies is the inefficient use of paraprofessionals. A document system of keeping records of continuing education would provide a potential source for use by individuals as evidence of their continuing education involvement.

SHOULD THERE BE DIFFERENT REQUIREMENTS FOR DIFFERENT LEVELS OF STAFF?

Recommendation 10

> There should not be different requirements for different levels of staff. Recognition is for those who earn it by participating in education endeavors.

Perhaps this opinion was best stated by two discussion groups in these terms:

> There should be no differentiation based on position. Intent is to promote growth, personal and professional, of the individuals.

> We want the point made at ALL levels--that obsolescence can apply to ANY staff member, at WHATEVER level.

It is assumed that individuals at whatever level would engage in opportunities appropriate for their level as designed by the producers of programs. For a system based on amount of time spent in continuing education, this would mean, however, that there would need to be conscious effort to see that there were sufficient opportunities designed for every level of staff.

It should be noted that some respondents made the distinction that there should be no difference in the need for continuing education, but there should be different standards for different levels.

HOW MUCH TIME ARE PRACTITIONERS WILLING TO SPEND ON CONTINUING EDUCATION?

Recommendation 11

The recognition system should require 120 contact hours over a three year period, or an average of 40 hours per year.

Continuing education activities that require about 4 hours per week in total is the approximate maximum that those in this study indicated they could spend.

A study of recognition systems in other professions shows that the range of number of hours required for recognition over 3 years is from 90 to 150 "contact hours." It would seem that 120 hours over a 3 year period or 40 hours per year would be a reasonable number of hours to require for recognition in any system that is developed for library/information/media personnel.

HOW MUCH TIME DO THEY WANT THEIR RECOGNITION TO COVER?

Recommendation 11a

The recognition for continuing education activities should cover a 3 year period.

In general those participants involved in the study had not given too much thought to this particular issue, so in relation to this question there was a significant non-response rate. However, the 3 year cycle was that suggested most often and it also seems to be the length of the cycle that the majority of other successfully operating systems are using.

The system should be flexible enough to permit an individual to apply for recognition, in whatever form given, at any time that the stated criteria have been met.

WHAT ARE THE PREFERRED WAYS THAT CONTINUING EDUCATION RECORDS SHOULD BE KEPT?

Record keeping is important as a means to document continuing education endavors.

This subject was a major interest with respondents. The opinions varied widely on procedural details.

Recommendation 12

A central record keeping facility for all types of continuing education endeavors should be included in the system.

Although many stated that the ultimate responsibility for record keeping is with the individual, it was found that actually individuals in general are now very haphazard in their record keeping activities. Even those who do keep their own records would generally welcome a central record keeping facility which would enter data at any time it was submitted and produce transcripts upon request at any time. Generally, there was widespread enthusiasm for a central record keeping system.

A centralized record keeping system should be just that--one central place where the records accumulated from the various providers of continuing education programs would be kept together in one place.

The general feeling was that access to the central records, if developed, should be to the individual at regular intervals and on request, and to anyone to whom the individual might designate that he/she would like to have the records sent.

The advantages of a central registry for continuing education endeavors would seem to have special benefits for the paraprofessional. Respondents indicated that generally it was easy for professionals to keep records up to date, as most universities now maintain career services which update an individual's record whenever material is sent in, but that paraprofessionals generally do not have the advantage of this type of service.

An alternative method for record keeping that would seem to be feasible would be for the individual to document his or her continuing education endeavors on printed forms designed for the purpose, which would be sent to the administrative agency of the system and evaluated against the requirements for recognition in the system.

This alternative to centralized record keeping which, in fact, might be employed as a first step toward the eventual use of a centralized record keeping system, was one suggested by respondents and one now being used successfully in a number of professional groups.

HOW MUCH ARE THEY WILLING TO PAY FOR RECORD KEEPING SERVICES?

The relatively low level of costs respondents said that they were willing to pay for transcripts of their records gives an indication to any agency considering keeping such records, that at least for the present the costs of building and maintaining such a system would be considerably larger than the amounts that respondents indicated they were willing to pay for this type of service.

A high non-response rate on all the questions dealing with the costs of a centralized record-keeping system would seem to indicate participants had not given thought to the actual costs involved or how much they would pay for this type of service.

HOW SHOULD CONTINUING EDUCATION BE MEASURED?

Recommendation 13

The common denominator for measurement of effort should be the "contact hour" which equals a minimum of 50 minutes in length.

There was a high non-response rate relative to how continuing education effort should be measured. One of the main problems was the difficulty of understanding what a point system was equivalent to in hours, and understanding how academic credit, continuing education units, and individual self-instruction activities could be translated into points.

Recommendation 14

The system should make provision for the inclusion of academic credit hours, the use of the CEU, and some type of formula or policy which would permit the use of planned and guided independent study.

As a number of state library agencies and library associations are already using the Continuing Education Unit as one means of measuring continuing education effort, it is necessary that the CEU as well as the academic credit hour should be incorporated into the system. Also, as the ultimate responsibility of the individual for his/her own learning makes independent study stand out as one of the most important aspects of continuing education for practicing professionals, there should be integrated into the system a program for planned, guided independent study which would satisfy the requirements for the awarding of the CEU.

Recommendation 14a

A measurement (value) scale should be developed for recognition of various continuing education activities.

SHOULD CAREER PLANNING BE TIED INTO THE SYSTEM?

Recommendation 15

Career planning as a required component should not be tied into the recognition system at this time.

Some recognition systems have made the requirement that along with documentation on continuing education activities completed there should be submitted a long range career plan. Recognition would then be granted only if, in the opinion of the administrative body for the system, the activities were in keeping with the career plan submitted.

A number of perceived barriers to relating career planning directly with the implementation of a recognition system were raised by the participants in the study. An over-riding concern was the fear that adaptability and flexibility to changing conditions would stand in danger of being hampered if too much attention were paid to developing and following a long range career plan.

Generally, the respondents reacted favorably to the idea of guidelines for career planning, but did not see this as relevant to the development of a recognition system. Concern was also expressed about who would have the authority to say if a certain activity did or did not fit into a career plan.

The use of mentors to help in the development of competency-based learning contracts for a short period, like one year, seemed to have appeal to the respondents, however. This is a concept that should be considered for inclusion in a recognition system relative to independent learning and self assessment activities.

Many of the respondents felt that they did not know what opportunities were available and saw advantages in talking to an informed mentor about opportunities. They also favored the mass distribution of lists (or a directory) which would display varying opportunities that were available.

SUMMARY

These recommendations from the Project Staff are based on findings from the study and conclusions that came from correlating these findings with information from other professional groups.

In many ways this study has served to open up options, thinking and possibilities on a wide array of sub-issues related to the main issue of the study: "Would a voluntary continuing education recognition system be a viable and advantageous course of action with enough benefits to the individual practitioner, to the profession, and to the public to warrant the necessary expenditure of time, money, and energy involved in such an effort?"

Although the study reveals a wide array of opinions on the sub-issues revolving around this central issue, the Project Staff believes that the overall findings from the study justify the major recommendation that a recognition system would be an advantageous course of action for the profession to take.

A noticeable difference between the approach to recognition taken in this study and in most other systems examined is that recognition systems in other professions were mainly imposed for the good of that profession by a few leaders, based on felt need for accountability in our society today. In building these systems there were few attempts to get grassroots input to the issue of recognition for continuing education, as was attempted in this study.

The Project Staff was surprised to find in open discussion with groups of practitioners that the idea was often expressed that recognition for continuing education was an idea "ahead of its time." This seems strange in view of the fact that there is indeed, on every hand a demand on the part of the public for evidence of accountability for performing services for the public and that continuing education is generally conceded to be one of the chief methods available to practitioners for maintaining quality service. It also seems strange in light of the fact that almost all of the other professional groups contacted either had already developed and were using recognition systems or were in the process of developing them.

One of the most important results coming from this study may well be a by-product--the raising of a vital issue which until now the profession has by-passed, but which needs to be faced. It is a particularly timely issue for a number of reasons:

- Increased interest throughout the profession and the nation in continuing education
- Need for improved competency
- Need to demonstrate accountability to the public
- Availability of sound nontraditional alternative education routes to learning
- Examples of what other professions have accomplished through their recognition systems for continuing education
- Example of what has been happening in other professions in the area of credentialing, especially when the professions have no strong visible schema for continuing education of their members.

In considering this issue, the profession of library/media/information science will have problems similar to those that have been faced by other professions as they developed their recognition systems for continuing education, such as providing ways for non-traditional study to be included, developing policies to assess non-classroom experiences and independent study. Other hindrances to the development of a voluntary recognition system that have been discovered are: lack of knowledge about volunary recognition systems as they have developed in other professions, lack of awareness of the public's current concern for accountability in all professions (and in all states), feeling of "no evident need" because of the uniqueness of this particular profession, concern over quality control of continuing education opportunities, fear that voluntary recognition will lead to mandatory continuing education and/or certification requirements, and suspicion on the part of some that nontraditional education is a passing fad and need not be incorporated into a recognition system.

The benefits and advantages of having a voluntary recognition system as brought out in the course of this study, however, seem to outweigh the expressed barriers to the development of such a program, and seem to offer enough benefits to outweigh the current status of affairs and the costs of putting such a system in place.

Therefore, the conclusions and recommendations which seem justified based on findings of this study and conclusions that came from correlating these findings with information from other professional groups have been translated into a model for a voluntary recognition system for consideration by the profession. This model for library/information/media personnel is presented in Chapter 6.

CHAPTER 6

PROPOSED MODEL FOR VOLUNTARY CONTINUING EDUCATION RECOGNITION SYSTEM FOR LIBRARY/INFORMATION/MEDIA PERSONNEL

BACKGROUND

Many professional groups--doctors, nurses, bankers, dietitians, medical technologists, engineers, ministers--have developed programs that recognize their members for participating in continuing education activities.

Surveys conducted by the National Commission on Libraries and Information Science (NCLIS), as well as state, regional and national studies, have revealed keen interest in developing incentives for library/media/information science personnel. The Southwestern Library Association's report on Continuing Education for Library Staffs in the Southwest, for instance, recommended a recognition system an "an integral component in an effective continuing education program."

Based on this information, plus the fact that various professional groups were talking about developing their own systems, CLENE (Continuing Library Education Network and Exchange) obtained a grant from the U. S. Office of Education Program for Library Research and Demonstration, under Title II-B, Higher Education Act, to develop a Model Continuing Education Recognition System.

Broadly speaking, a recognition system serves to encourage, support, and recognize the efforts of those who continue their education. It is based on the premise that a carefully designed continuing education program will enhance an individual's competency and recognition will encourage involvement. This should, in turn, strengthen employee effectiveness and improve service to the public.

As a basis for developing a prototype system, the Project Staff invited practitioners across the nation to form discussion groups to consider possible components and pertinent aspects of such a program for personnel in libraries and related fields. The comments from these 82 discussion groups plus the ideas received from 82 interviewees selected from types of libraries, media and information centers not represented in the discussion groups, plus the 37 free-form written responses from individuals reacting to a draft model that was circulated, plus data gathered from recognition systems of other professions , form the basis for elements in the proposed model.

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* CLIME=Continuing Library/Information/Media Education

Format Note: As this proposed Recognition System is viewed as a document for review and necessary modification, a column for "Comments" is provided on the left hand margin of each page for the use of those reviewing the document. The Project Staff has also used this column to call attention to alternative ideas or explanations that seem warranted for better understanding of the proposed system.

INTRODUCTION

[Comments]

Since a lifetime of learning is an obligation of all those who work in and with libraries in carrying out their major assigned role in society to identify, select, organize, retrieve, disseminate, and make totally accessible to all the record of human thought, the program is designed in such a way that all library/information/media personnel at all levels of responsibility may participate. Continuing education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one.[1]

THE PROFESSION'S PURPOSE IN RECOGNIZING CONTINUING EDUCATION

[Comments]

Broadly speaking the purposes of this voluntary program are to:

- Demonstrate the profession's desire to encourage, recognize, and support persons working in and with libraries/information/media centers who strive to advance their skills and knowledge, and thereby improve the quality of library service provided.

- Demonstrate publicly the profession's willingness and ability to maintain the competence of its members and thereby improve the quality of services provided.

- Provide incentive for the formation and maintenance of criteria and standards for

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[1] American Library Association. "Library Education and Personnel Utilization: A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970." (Chicago, Ill.: American Library Association, 1970), p. 8.

[Comments]

maintaining quality control of continuing education offerings in the field.

- Assist the profession in planning to meet identified needs in continuing education offerings.
- Provide an orderly vehicle to record continuing education activities and learning experiences of practitioners.
- Increase the awareness on the part of library administrators that they "must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for continuing education of their staffs." [1]

BENEFITS TO PRACTITIONERS

[Comments]

Regular participation in continuing education activities enables the practitioners to:

- Keep up with the new knowledge required to perform their roles in the profession responsibly
- Log their continuing education activities in an organized manner
- Build on basic education by mastering new concepts in a constantly changing profession
- Keep up with changes in relevant basic disciplines
- Prepare for changes in a personal career line
- Retain the power to learn and grow professionally

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[1] Ibid.

[Comments]

- Retain a freshness of outlook and excitement about the role of the profession in society
- Discharge effectively the social role imposed by membership in the profession
- Document qualifications for advancement, promotions, sabbaticals, travel, released time, and possible salary increases
- Gain in self esteem and in status in the eyes of peers
- Engage in meaningful self-assessment activities

ELIGIBILITY

[Comments]

Participation in the recognition system is voluntary. All persons who work in and with libraries/information/media centers, or library/information/media education programs may apply without regard to association membership of any kind. This includes administrators, clericals, educators, information specialists, librarians (with MLS), library technicians, managers, media specialists, operating librarians (without MLS) paraprofessionals, systems analysts, technical information specialists, trustees, volunteers.

Recognition is presented to practitioners who earn it by engaging in continuing education activities. It is not intended as a means of honoring long and faithful service. outstanding accomplishment in the profession. As techniques of education and evaluation improve, emphasis will be placed on the improvement of services resulting from education as a basis for recognition instead of the

[Comments]

amount of time devoted to continuing education. Practical methods to do this are not now available; therefore, for the present, recognition is measured by the amount of time devoted to continuing education activities.

ADMINISTRATIVE PROCEDURES FOR ACKNOWLEDGMENT OF CONTINUING EDUCATION ACTIVITIES

[Comments]

Survey results indicate that a significant number of practitioners are more interested in having a record keeping system for continuing education activities than in receiving a statement of recognition, but that others would like to be able to receive a Recognition Statement acknowledging participation in continuing education activities. The majority, however, would probably opt for both if they decided to participate at all.

The cost of developing and maintaining a complete record keeping system is quite high in relation to a system for giving statement on the

There are three (3) options or ways in which individuals may participate in the program:

1. Individuals may choose to participate only in the central record keeping system. This service provides for (1) recording in the system all those activities that qualify for admission into the system; (2) sending transcripts on request to anyone designated by the participant; sending one transcript each year to participants. After the master file has been created, the individual is a participant in the program.
2. Individuals may wish to keep a record of their own continuing education activities on forms provided and wish to receive a statement acknowledging their continuing education activities whenever they complete 120 contact hours of continuing education activities.

The Recognition Statement is based on a 3-year cycle. In order to qualify 120 contact hours of continuing library/information/media education must be accumulated within a 3-year period. All contact hours are on a 50 minute participation basis, except Category 4 entitled "Papers, Publications, Books, Exhibits." Individuals may qualify for the statement at any time over a 3-year qualifying period, and it is permissible to acquire all of the needed hours at any time during

[Comments]

basis of records completed by individuals themselves.

This might necessitate the administrative agency for the system augmenting the services in steps, starting with (2) Awarding of Recognition Statement

An alternative for the total self-destruct feature beyond 3 years backwards might be that contact hours accumulated in the 4th year backward would not destruct completely, but retain a fraction of their value, to be determined. For example, it might be 1/2 for the activities carried out in the 4th preceding year for which no credit had already been claimed; 1/3 for the 4th year, etc.

this 3-year qualifying period. Individuals may apply for recognition at any time. In review of the application, the continuing education activities completed for the 3-year qualifying period immediately prior to the date of application will be used in determining whether the requirements have been met.

When the Recognition Statement is issued, it is valid for a 3-year period beginning with the date on the application on which the statement is based. The date that the statement becomes invalid is put on the face of the statement.

During the 3-year period for which a particular statement is valid, it is anticipated that the librarian/information science/media practitioner will continue to study and will earn the hours needed for the next statement.

The administrative agency for the recognition program accepts the signed statement of the individual on his/her application for the certificate concerning the kind and amount of continuing education he/she has completed. For certain kinds of activities some kind of documentation is requested as described in the description of the various categories. The only time participants report their continuing education activities directly to the agency responsible for the program is on their application for a Recognition Statement. Educational institutions often establish record systems for continuing education activities and make this information available to individuals when they apply for such a statement.

3. The third option is to participate in both the record keeping part of the system and in the Recognition Statement phase of the program.

SCOPE OF CONTENT

[Comments]

It was found in the Recognition Research Project that many practitioners would like additional information about continuing education activities available to them, but were unaware of any readily available sources. The recommendation is made, therefore, that part of the subscription fee for the Recognition Services be the distribution in some form of information on continuing education opportunities and trends.

Appropriate subject matter for the recognition is of necessity very broad. The areas of library/information/media practice vary widely. Hence the subject areas must be defined broadly to include all related disciplines that help library/information/media personnel to practice with competence and must not be limited strictly to subjects within the discipline of library/media/information science. For example, surveys of practitioners invariably indicate the need for management know-how as they progress through their careers, in such areas of organization development, communications and planning, the dynamics of planned change, political know-how, etc. Similarly a practitioner may need to study in specialized areas in which he or she is involved in the job situation, such as art, music, biology, statistics, etc.

Library/information/media personnel should have wide latitude in selecting subject matter appropriate to their needs which will be recognized within the intent of this program.

Along with the need-to-know from participating in a wide variety of continuing education activities is the need to find what is available. Therefore an integral part of the program is the dissemination of potential program information about continuing education opportunities. An example of sources for this type of information are three of CLENE's Publications: Annual Directory of Continuing Education Opportunities (detailed descriptions), The Continuing Education Communicator (short listings on a monthly basis), and the CLENExchange, which covers continuing education developments and trends in related disciplines as well as library/media/information science.

CATEGORIES FOR THE RECOGNITION STATEMENT

[Comments]

The "contact hour limits" are based on what seems to be realistic in light of the data collected in the Recognition Research Project and in view of the requirements that have been set up in systems in other professions. However, these specific numbers should be considered carefully to determine if they are the best for each category.

In the Project there was a strong feeling from the field that although a variety of CLIME* activities would be desirable, to require a variety would pose undue hardship on those in isolated regions and those in organizations which make no provision for employees to engage in continuing education. The question also arises whether there are other categories in addition to No. 1 for which there should be "no limit."

*CLIME=Continuing Library/Information/ Media Education

The Categories for the Recognition Statement are:

Category	Contact Hour Limit
1. Education activities that are part of a planned program of continuing library/information/ media education	No limit
2. Special continuing education activities not part of a planned program	40
3. Non-supervised individual continuing education activities	40
4. Papers, publications, books, exhibits	40
5. Library/information/ media teaching	40
6. Other meritorious learning activities	20
7. Association activities	20
TOTAL contact hours required for each 3 years	120

Note: Credit in all categories is on a contact hour basis except for Category 4.

A Contact Hour refers to the instructional hour that is normally a minimum of 50 minutes. Continuing Education Units (CEU) are acceptable in the system and will be converted into contact hours. One CEU=10 Contact Hours. A chart showing the assignment of contact hours to types of activities is presented on pages 6-24ff.

FIGURE 6-1

EXPLANATION OF THE CATEGORIES FOR THE RECOGNITION STATEMENT

[Comments]

A further technique to protect the integrity of learning experiences would be to have a minimum number of hours required in this category (possibly 40). However, the participants in the Recognition Research Project pointed out that this would cause undue hardship on those in isolated regions and on those working in organizations which make no provision for employees to engage in continuing education.

The systems in other professions range from about 90 to 150 hours required over a 3 year span. Although 120, or an average of 40 per year is suggested here, it should be recognized that 90 contact hours (average of 30 per year) might increase significantly the number of individuals that would wish to join the system.

The purpose of Category 1 is to provide identification and assure CLIME* activities of high quality as a means of qualifying for the Certificate. Because the criteria for Category 1 CLIME* activities incorporate procedures designed to assure high educational quality, all of the 120 hours required for the Recognition Statement may be earned in this category. Category 1 has two basic criteria:

1. The CLIME activity must be sponsored or cosponsored by an organization or institution which is accredited to offer library/information/media programs, or accredited in the areas in which the participant wishes to study.

2. The CLIME activity must comply with the definition of a planned program of continuing education. For descriptive material about this definition, see pages 6-12, 6-28.

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* CLIME=Continuing Library/Information/Media Education

[Comments]

As thereis now no accreditation process specifically for continuing library/information/media education, all programs of those organizations now accredited to offer programs in librarianship, information science, and educational technology at all levels will be accepted. It would be possible to indicate which programs these are by putting an "*" by them in the Annual Directory of Continuing Education Opportunities published by CLENE.

Participants in the Recognition Research Project spoke in favor of having all education courses qualify for acceptance toward the Recognition Statement that were taken by an individual beyond that necessary to enter the field at the level of their present position, even though such education might eventually lead to a degree.

Category 1: Continuing Education Activities with Accredited Sponsorship or Cosponsorship.

The total of 120 contact hours may be earned here.

Education activities that are part of a planned program of continuing library/information/media education and sponsored by an accredited organization should be claimed in this category. Credit may also be claimed in Category 1 for planned programs of continuing library/information/media education that are cosponsored by an accredited organization. Under these circumstances, the cosponsor must be substantially involved in the planning, development, administration, and evaluation of the program, and must accept responsibility for its quality.

The type of activities that would be eligible in this Category include:

1. Academic courses taken for credit or audit
2. Home study programs
3. Independent study
4. Institutes
5. Seminars
6. Short courses
7. Workshops
8. Internship or Fellowship
8. Education for advanced degree

An internship or fellowship taken in the United States may be credited at 50 hours of credit per year for full-time training, or 25 hours for a half year of full-time training. Fifty credit hours are also allowed for each full academic year of education leading toward an advanced degree or Post-Master's Certificate in a field related to library/media/information science.

[Comments]

It was pointed out that it was not equitable to exclude work taken in a degree program as often times an individual might drop out before the degree was achieved and certainly that individual would be entitled to as much recognition as one taking a few workshops and short courses.

Examples of criteria and standards that could be used in the determination of whether or not a program met the definition of a "Planned Program of Continuing Education" are presented in Exhibits 1, 2, and 3 attached to this document. Programs which have been evaluated as meeting the definition of a Planned Program of Continuing Education might be indicated with a double "**" in the Annual Directory of Continuing Education Opportunities published by CLENE. As a matter of fact, if a sponsors fills out completely all of the data called for on the

Category 1: (Continued)

Hours may not be claimed in any other category during the time in which the person was a full time student.

Category 1:(2) Continuing Education activities which comply with the definition of a Planned Program of continuing education. The total 120 contact hours may be earned here.

For the purposes of the Recognition Statement a planned program of continuing education is one having sufficient scope and depth of coverage in a subject area or theme to form an educational unit that is planned, coordinated, administered and evaluated in terms of educational objectives that give a defined level of knowledge or a specific performance skill to the practitioner participating in the program. By using appropriate objectives, very narrow or highly specific continuing education programs can be developed so they meet the definition of a planned program of continuing education. A series of unrelated lectures dealing with different topics and covering only one or two points of each topic would not be a planned program of continuing education. To the extent possible, educational objectives should be based on continuing education needs. (See also section on "Criteria for CLIME Planned Program Program Development," p. 6-28).

[Comments]

information sheet sent to sponsors for listing programs in the continuing education Directory, this in itself could be fairly substantial evidence of a program fitting into this category.

Category 1:(2) (Continued)

Some of the types of continuing education activities that can be developed to meet the definition of a planned program of continuing education include:

- College and university continuing education courses in library/media/information science, courses in area of specialization
- Continuing education courses, workshops, institutes, seminars, of library/information/media associations, including local, regional, state, national, or international meetings
- Home study programs
- Institutes
- Lecture series (planned)
- Practicums
- Seminars
- Short courses
- Workshops

Just as curricula for library/information/media degrees include so-called "non-library/information/media" subjects, planned programs may consist of topics and areas in disciplines that generally broaden library/information/media personnel, or enable them to specialize in a subject area related to their positions.

[Comments]

This category applies to learning from audiovisual materials.

Category 1: (3) Continuing Education Audiovisual materials which comply with Category 1 criteria

Audiovisual materials may qualify for Category 1 contact hours if they are sponsored or cosponsored by an accredited organization and if they meet the definition of a planned program of continuing education. Depending upon the circumstances of their use, however, additional requirements and safeguards are added to protect the integrity of Category 1.

Where audiovisual materials are used by groups or by an individual practitioner as a part of a course that meets the criteria for Category 1, the time spent in the use of the audiovisual material should be included as a part of the course itself and reported on the application form in Category 1. There is no contact hour limitation on this type of audiovisual materials.

Where audiovisual materials are used by groups, and this is the only educational method used, the educational program may meet the criteria for Category 1 if it is sponsored or cosponsored by an accredited organization and meets the requirements of the definition of a planned program of continuing education, and if there is an instructor present to supplement for the individual the audiovisual presentation in terms of the identified continuing education needs and educational objectives of the immediate group. There is no credit hour limitation for this type of use of audiovisual materials.

Where audiovisual materials are used by an association on an individual basis, Category 1 credit may be claimed if all of the following conditions are met:

[Comments]

Category 1: (3) (Continued)

1. There is accredited sponsorship or cosponsorship by an accredited organization.
2. The program meets the definition of a planned program of continuing education.
3. The continuing education program includes materials that are integral and necessary to supplement the audiovisuals, such as syllabi, study guides, references, summaries, examinations, etc., the use of which is necessary to complete the program.
4. The accredited or cosponsoring organization has a procedure for verifying participation.

[Comments]

Category 2: Special CLIME activities not part of Planned Program. There is a limit of 40 contact hours for this Category.

Contact hours in this category may be claimed for continuing education activities not meeting the "Planned Program for Continuing Education" definition, sponsored by library/information/media associations or by nonaccredited institutions.

It includes the same general type of activities as those listed in Category 1 (2) but could also include participation in:

Guidelines could be developed on the formation of journal clubs and study groups.

- Journal Clubs
  [Journal club activity consists of discussing pre-assigned articles from professional journals. Suggested number of articles per session: 5-10]
- Study Groups
  [Activity consists of pre-planned programs which provide for group participation on specific and limited topics. Suggested group size: 3-10 persons]
- Library/Information/media association meetings which are organized with specific objectives and which involve evaluation of the program.
- Lecture series that do not meet the "Planned Program for Continuing Education" definition, but are organized with specific objectives and involve an evaluation process of the program.

[Comments]
Some participants in the study felt strongly that independent reading of library/information/media publications should be included in a recognition system since reading is such an integral part of librarianship. Also it meets the needs of people in isolated areas. Professional groups which include independent reading usually require a typewritten summary of a specified length.

Time spent in self-administered self-assessment systems could also be included in this category.

Category 3: Non-supervised Individual CLIME Activities. There is a limit of 40 contact hours for this category.

Credit may be claimed in this Category for CLIME activities that are not or cannot be personally supervised. The applicant's statement of the kind and amount of non-supervised individual continuing education activities he/she has completed will be accepted. The three subcategories are:

3(1) Self-Learning Materials/Methods

There is a limit of 20 contact hours for this category. Self-learning materials and continuing education programs which may be claimed in category 3(1) need not be produced, sponsored or cosponsored by an accredited organization, nor are they required to meet the definition of a planned program of CLIME. If Category 1 hours are to be claimed, see the criteria for Category 1 hours for use of self-learning materials.under Category 1--Criteria for Educational Materials.

Examples of self-instruction materials include:

- Individual, non-supervised use of any audiovisual devices, such as audiotapes, videotapes, films, film strips, slides,etc.
- Individual participation in radio, television or telephone networks, without local supervision
- Programmed library/information/media educational materials, including individual non-supervised use of teaching machines, or electronic teaching devices, such as computer or machines that use the response given by the student to select the content of subsequent educational material.

[Comments]

This was an activity on which there was a considerable difference of opinion in the Recognition Research Project on whether or not it should be included.

The one who gives the consulting may claim credit under Category 5: Teaching.

The one who receives the consultation should record on the application form for recognition the name of the consultant and the topic discussed.

Exhibit 2 displays the type of planned, guided self-study which is suitable for inclusion in Category 1 (2). The procedures suggested there could be engaged in by an

Category 3: (1) (Continued)

- Individual reading of library/information/ media publications as a participant in a Journal Club. (Journal Club Meetings themselves may be claimed in Category 2. A paper or a presentation delivered in a Journal Club cannot be claimed in Category 4).

Category 3: (2) Consultation / Tutorial

There is a limit of 20 contact hours in this subcategory.

The education a practitioner receives from a consultant can be accepted in this subcategory provided the consultation is expanded to meet the definition of a planned program of continuing education.

The education a practitioner receives from a practitioner may be substantial, as in the case of building of facilities, provided there is an organized review of current knowledge relating to a particular problem. The instructional period should not be less than one hour, and not more than one hour can be claimed for the consultation, even though the instructional period period may have lasted longer.

Category 3(3) Self Assessment

There is a limit of 20 contact hours in this subcategory.

Credit may be claimed in this subcategory for participation in self assessment examinations and evaluations. The results of self-assessment examinations should be scored and the results made known to the individual who took the

[Comments]

individual outside of the group context and appropriately be included in Category 3 (3)–Self Assessment.

Time spent by an individual taking self-administered self-assessment systerms are often assigned in other recognition programs to the Self-Learning Materials/Methods Category (3).

Category 3: (3) (Continued)

examination so he or she may plan a personal CLIME program based on the needs identified in the examination.

CLIME activities that are subsequently carried out by the individual on the basis of the results of the self-assessment examination should be claimed in the appropriate category.

Category 4: Papers, Publication, Books, Presentations, and Exhibits.

There is a limit of 40 contact hours in this subcategory.

Ten credit hours may be claimed for a paper, publication, or for each chapter of a library/information/media oriented book that is authored and published. A paper must be published in a recognized library/information/media journal. A presentation must be made or an exhibit shown to a professional audience and can include audiences made up of those in related disciplines. Contact hours may be claimed only the first time the material is presented. Credit (in contact hours) should be claimed as of the date the material was presented or published, or the exhibit shown.

Category 5: Teaching of Library/Media/Information Science

There is a limit of 40 contact hours for this category.

Contact hours may be claimed for student-contact teaching of library/media/information science students and personnel.

[Comments]

Category 5: (Continued)

When an instructor or discussion or workshop leader serves at a program for which participant receives continuing library/information/media education contact hours in credit and at a level designed to increase his or her job performance, contact hours should be given for preparation and presentation measured in contact hours.

For the first time they present a program they should receive contact hour credit for actual preparation hours up to 2 times the class contact hours. If the course is rated as 8 contact hours, the instructor could receive up to 24 contact hours of credit (16 hours for preparation and 8 hours for presentation). For repetitious presentations the instructor should receive no credit unless he can demonstrate that the subject matter involved was changed sufficiently to require additional study or research.

Category 6: Other Meritorious Learning Experiences

There is a limit of 40 contact hours for this category.

Category 6 includes any meritorious continuing library/information science experiences that cannot easily be included in Categories 1 through 5. Sufficient information about what was done, when it was done, how it was done, how it was evaluated and who supervised it should be included in a letter attached to the application form so that a decision can be made concerning the educational value and the number of credit hours that may be given for the activity. If possible, a library/media/information educator should be involved in the planning, administration, and evaluation of the activity.

(Comments)

Category 6: (Continued)

In applying for Category 6 credit, it would be helpful if the following questions could be answered in an attached letter.

1. What continuing education need was this experience designed to meet?
2. How was this continuing education need determined?
3. What was the learning objective of the person?
4. How was the program selected? i.e. what criteria were used?
5. What were the educational objectives of that program?
6. What educational techniques were used carrying out the CLIME program?
7. Who were the instructors? What were their qualifications?
8. How was the experience evaluated in terms of reaching educational objectives?
   - By the learner
   - By the program
9. How many hours of CLIME activities were carried out? What were the inclusive dates?

Category 7: Participation in Association Activities

Opinion was divided on whether or not Association activity should be counted. Some thought that it should only be counted if there were a significant CLIME benefit received by the individual. Some thought no credit should be given for association activities at all.

There is a limit of 20 contact hours for this category.

Credit may be claimed for holding an elected association office, for serving as a committee chairperson or member, and for attending a planned session of a conference when accompanied by a summary of 250 words or less.

POLICIES FOR CLIME PROGRAM MEASUREMENT

[Comments]

Policies such as these are the type that a group assigned the task of developing standards for program measurement might wish to incorporate.

Criteria help to ensure that participants receive quality continuing education. With minimum criteria, programs are less likely to vary in:

- Measurement of learning activities
- Reporting of credits (contact hours in this system)
- Quality of development and presentation.

Policy No. 1

All programs are measured in terms of fifty-minute contact hours. The shortest recognized program consists of one contact hour.

Commentary:

The purpose of this policy is to develop uniformity in the measurement of CLIME activity. A contact hour is 50 minutes of continuous participation in a group program. Under this policy, credit is granted only for full contact hours. For example, a group program lasting 100 minutes would count for two hours; however, one lasting between 50 and 100 minutes would count only for 1 hour. A one-day program consists of 8 contact hours. For continuous conferences and conventions, when individual segments are less than 50 minutes, the sum of the segments should be considered one total program. For example, five 30 minute presentations would equal 150 minutes and should be counted as 3 contact hours.

Similarly only the number of complete instructional hours should be considered by program developers and producers in assigning Continuing Education Units (CEU). One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. For example, for a program with 17 contact hours, 1.7 CEU are assigned; likewise for 17.50 or 17.75 hours, 1.7 CEU are assigned.

Self-study programs should be pre-tested to determine average completion time. One-half of the average completion time is the recommended credit to be allowed. For example, a self-study program that takes an average of 800 minutes to complete is recommended for 8 "contact" hours of credit.

[Comments]

Some respondents in the Recognition Research Project did not believe that teaching should qualify for the program. Others believed this would be one significant way to upgrade the quality of continuing education programs.

To further this objective, contact hour credit is also suggested for preparation time which would serve as a stimulus for spending time on syallabi, study guides, audiovisual materials, and other aids to learning.

Policy No. 2

When an instructor or discussion or workshop leader serves at a program for which participants receive CLIME credit and at a level that increases his or her professional competence, credit is given for preparation and presentation time measured in terms of contact hours.

Commentary:

Instructors and discussion leaders should receive CLIME credit for both preparation and presentation. For the first time they present a program, they should receive contact hour credit for actual preparation hours up to 2 times the class contact hours. For repetitious presentations the instructor should receive no credit unless he or she can demonstrate that the subject matter involved was changed sufficiently to require significant additional study or research.

This credit does not apply to faculty members or instructors when instruction performed is a part of regular employment duties.

To clarify the policies for CLIME program measurement, charts are presented on the next four pages to demonstrate the way contact hours have been used as a unit measure in relation to the seven Categories of CLIME activities.

ASSIGNMENT OF CONTACT HOURS TO TYPES OF CLIME ACTIVITIES

[Comments]		Type of Activity	Unit of Measure	Contact Hours
	Col.	a	b	c
	CATEGORY 1 ACTIVITIES: EDUCATION ACTIVITIES THAT ARE PART OF A PLANNED PROGRAM	Continuing Education Unit (CEU)	1 unit	10
		Academic courses:		
		Semester credit	1 unit	15
		Trimester credit	1 unit	14
		Quarter credit	1 unit	10
		Semester audit	1 unit	8
		Trimester audit	1 unit	7
		Quarter audit	1 unit	5
		Institutes	50 minutes	1
		Seminars	50 minutes	1
		Short Courses	50 minutes	1
		Workshops	50 minutes	1
		Home Study Programs [Example: If average 500 minutes 500÷50=10÷2=5 contact hours]	Average completion time in minutes	1/2 time of col. b
		Independent Study [Example: If average 800 minutes 800÷50=16÷2=8 hours]	Average completion time in minutes	1/2 time of col. b
		Internship, Fellowship, or Education for Advanced Degree or Post-Master's Certificate	Academic year of Full time study- Half time study-	 50 25
		Lecture Series (Planned)	50 minutes	1
		Audiovisual Activities if Meet "Planned Program Criteria"	50 minutes	1

FIGURE 6-2

ASSIGNMENT OF CONTACT HOURS TO TYPES OF CLIME ACTIVITIES

(Con't)

		Type of Activity	Unit of Measure	Contact Hours
	Col.	a	b	c
[Comments]	CATEGORY 2: SPECIAL ACTIVITIES NOT PART OF A PLANNED PROGRAM	Same Activities as in Category 1		
		Journal Clubs (with written summary of sessions)	50 minutes	1
		Study Groups (with written summary of sessions)	50 minutes	1
		Library/Information/Media Association Meetings (with written summary)	50 minutes	1
		Lecture Series that do not Planned Program Criteria (with written summary)	50 minutes	1
	CATEGORY 3: NON-SUPERVISED INDIVIDUAL CONTINUING EDUCATION ACTIVITIES	Self-Learning:		
		Use of non-supervised audio-visual devices	50 minutes	1
		Educational television with-local supervision	50 minutes	1
		Use of programmed educational materials, such as teaching machines	50 minutes	1
		Consultation: [No more than 2 contact hours can be claimed regardless of length]	100 minutes	2
		Self-Assessment Activities [Time spent in taking self-assessment tests and audits; activities taken as result of self-assessment programs should be claimed in appropriate category]	50 minutes	1

FIGURE 6-3

ASSIGNMENT OF CONTACT HOURS TO TYPES OF CLIME ACTIVITIES (Continued)

[Comments]		Type of Activity	Unit of Measure	Contact Hours
	Col	a	b	c
This chart shows breakdown for various degrees of authorship. An alternate approach is just to assign 10 contact hours for each paper, publication, chapter and give all authors same no. of contact hours. Many systems give no contact hours for reviews.	CATEGORY 4: PAPERS, PUBLICATIONS, BOOKS, PRESENTATIONS, AND EXHIBITS	Publications:		
		• Articles in recognized journals:		
		--Research		
		Single author	1	10
		Senior author	1	8
		Co-author	1	5
		--Information sharing	1	1
		• Technical Reports		
		Single author	1	10
		Co-author	1	5
		• Books		
		--Whole		
		Single author	1	40
		Co-author	1	20
		--Chapter	1	10
		• Book reviews in recognized journals (critique)	1	1
		Presentations and Exhibits to professional audiences (only for 1st time given) [includes A-V presentations]	1	10
	CATEGORY 5: CLIME TEACHING	Teaching: Courses, workshops seminars 1st time given [For example, if course has 8 contact hours, teacher could receive 16 hours for preparation + 8 hours for presentation = 24 contact hours]	50 minute presentation + 2 x for preparation	3

FIGURE 6-4

ASSIGNMENT OF CONTACT HOURS TO TYPES OF CLIME ACTIVITIES (Continued)

[Comments]		Type of Activity	Unit of Measure	Contact Hours
	CATEGORY 6: OTHER MERITORIOUS LEARNING EXPERIENCE	Other Learning Experiences	To be determined	Limit of 40
Most systems do not include association activities. Research respondents said they would like it included. It is an issue to be decided.	CATEGORY 7: PARTICIPATION IN ASSOCIATION ACTIVITIES	National officer/director/ committee chairperson	1 year of service	10
		National Committee member	1 year of service	5
		National delegate	1 year of service	2
		State officer, committee chairperson or journal editor	1 year of service	5
		Regional or local officer/ committee chairperson	1 year of service	3
		Member state, regional/ local committee	1 year of service	2
		Conference attendance(if submitted with summary)	50 minutes	1
		Note: To qualify for contact hours the practitioner should specify the nature of the CLIME benefit received by him or her from these Category 7 Activities.		

FIGURE 6-5

CRITERIA FOR CLIME PLANNED PROGRAM DEVELOPMENT

[Comments]

The criteria suggested here are merely examples of the type that might be developed by a group assigned the task of developing formal criteria or standards for continuing education activities.

Other areas in which it would be appropriate to develop criteria and/or standards would include: program presentation, program measurement, program evaluation, CLIME reporting and record keeping.

The Recognition System Project Team found that there was great concern in the field for the development of criteria which would be specific enough to serve as a means of quality control for continuing education activities. Therefore, it is suggested that each criterion be followed by a commentary of explanation.

Also, once formulated ways and means should be sought to encourage constituent groups to voluntarily apply the criteria so that their activities would be consistent with established policies.

A CLIME activity meets the definition of "a planned program of continuing education" if the following criteria are met:

- User groups are taken into consideration in the program development;
- The offering is relevant to the educational needs of the learner and to the library and information needs of the public;
- The program is designed to contribute to the competence of the participant to perform a role in the profession;
- Persons who are knowledgeable in the subject area and in instructional design are involved in the planning and conducting of the offering;
- Learning objectives are stated and used as a basis for determining content, learning experiences, and evaluation;
- The objectives describe the expected outcomes for the learner and can be evaluated;
- The stated program objectives specify the level of knowledge the participant should have attained or the level of competence he or she should be able to demonstrate upon completing the program;
- The education and/or experience prerequisites for the program are stated;
- Principles of adult education are used in the proposed teaching strategies;
- Time allotted for each activity is sufficient for the learner to meet the objectives;
- Provision is made for evaluating the accomplishment of the objectives;
- The sponsoring organization ensures appropriate facilities and resources to implement the educational offering;
- Provision is made to maintain records in a systematic manner;
- Scheduling of activities take into consideration time, place, and pace factors that best suit the needs of the learner population.
- Efforts are made to collaborate with other professions in planning and developing CE offerings to meet community needs.

COMPLETING THE APPLICATION FOR THE RECOGNITION

[Comments]

Individuals applying for a Recognition Statement must fill out the forms provided for this purpose including a signed statement certifying that the information supplied is correct.

For some categories only the sponsors, location, title or description of program, inclusive dates of activity, and contact hours claimed are requested. In other instances, as specified on the forms and noted in the description of the various categories in this document, separate sheets with details of the activity are required.

The $15.00 fee given here merely indicates an amount that some systems are charging participants. The policy is usually followed that members of the organization administering the system pay a lower fee or no fee (cost absorbed in the membership dues) than those who apply for the statement who are not members.

An application fee of $15.00 is charged and a check for this amount should accompany the application. The application fee partially pays for the cost of a careful review of the application, development and production of the Recognition system materials, including the Recognition Statement, and other necessary clerical, data, and mailing services.

The agency administering the recognition system reserves the right to verify information submitted by the applicant. If the statement submitted by the applicant is not approved, the individual will be notified and he or she may be granted a period of time by the agency in which to correct the deficiences noted.

COMPLETING THE APPLICATION FOR ENTRY INTO CENTRALIZED DATA BANK

[Comments]

Thirty dollars per year is the fee that one profession is charging for a successful system now in operation for non-members of that association. The service is free to members. The cost of setting up the automated system of this association was obtained from sources other than membership fees.

This amount for an annual fee is considerably more than the participants in the Recognition Research Project indicated that they were willing to pay for such a service. They did indicate that they would be willing to pay $2.00 for individual transcripts.

This should be a cautionary note to any group that might think of filling the role of central record keeper for continuing education, for the estimated costs to start such a system and keep it going are considerably larger than the amounts that respondents indicated they were willing to pay.

Individuals wishing to have their CLIME activities kept in the centralized data bank on a continuing basis must fill out an application form in order to gain admission into this recording system. Upon receipt by the agency administering the recognition system, the application will be reviewed for completeness and then the data will be recorded into the system. There will be complete confidentiality regarding each participant's file. Outputs are not released to anyone but the participant except as he or she may specifically request.

After the master file has been created the applicant will be considered a participant in the program. Nothing more occurs until the individual wishes to record a continuing education activity. As continuing education activities that qualify for admission into the System (categories 1 through 7 of this document) are completed by the individual he or she should record them on the reporting form for that purpose and send them to the centralized data bank. After checking to be sure the proper contact hours have been allocated to the activity, it will be entered on that person's master file.

It should be emphasized that output

COMPLETING THE APPLICATION FOR ENTRY INTO CENTRALIZED DATA BANK (continued)

[Comments]

The participant's in the Recognition System Project indicated that they would wish firm assurance that their records were available only to them and to those they might specifically designate.

It would seem that the individual record keeping approach leading to the Recognition Statement might be a feasible way of getting the system started and only develop the centralized data bank when funding and demand seem to warrant it.

from the individual's file can only occur due to one of two conditions. First, the individual can request a copy of his/her file, record, or transcript be sent to him/her or to a particular employer or other designated individual. Secondly, a periodic reporting will be done so that the individual can note on a regular basis his/her activity and participation as it is documented.

After each educational experience is completed, participants are responsible for reporting their own attendance. Pre-printed reporting cards and instructions are provided participants and additional cards will be supplied when requested.

The system will accept college/university credits (semester hours) and Countinuing Education Units (CEU) and convert them into contact hours as described in the section on measurement in this document. No credit will be recorded without proper verification.

The cost for the service is $30 per year. When official transcripts are requested the charge is $2.00 per transcript

SUMMARY AND RECOMMENDATION

A specific program for recognition of continuing education activities engaged in by library/information/media personnel has been proposed. Participation in the program is voluntary. Three options are open to the individual for participation in the program:

1. An individual may use the system only to record his/her continuing education activities as they are completed in a centralized data bank. In turn the individual may ask for data to be sent out from the system on his/her request only. Once a year an official transcript will be sent to the individual showing his/her complete record to date.

2. An individual may wish to use the system only to qualify for a Recognition statement for Participation in Continuing Education Activities. In this case he/she would record the activities on forms provided by type of category of activity (as outlined in this document). Those meeting the requirements would receive formal acknowledgement. This recognition would not certify as to the individual's competencies, but rather to participation in learning activities.

   As techniques of education and evaluation improve, emphasis will be placed on the improvement of services resulting from continuing education as a basis for recognition instead of the amount of time devoted to continuing education. Practical methods to do this are not now available; therefore for the present, recognition is measured by the amount of time devoted to continuing education activities.

3. An individual may wish to participate both in the centralized record keeping service and use the system to qualify for a Recognition Statement.

Three essential elements of the system are: (1) definition of terms; (2) criteria or standards for continuing education programs; and (3) common categories of recognized activities. Consistency in these areas is important. These are areas on which it is essential to gain profession-wide approval for the system in order to make it function effectively.

If adopted, the system would clearly indicate the profession's willingness to explore this area in greater depth and show that continuing education is a high priority of concern within the profession. As more and more persons particpate in the program, it would lead to improved quality of service to the public.

For the library/information/media practitioner who is now consciously trying to stay up-to-date, the program would serve as a guide and a way to log learning experiences. For the practitioner on his/her way to obsolescence through inattention to self-development, such a program would serve as a stimulus for participating in self-learning activities.

The Project Team feels that the potential benefits of a Voluntary Continuing Education Recognition System for library/information/media personnel, for the profession as a whole, and for the public outweigh the current status of affairs and warrant the time, money and energy that it will take to put such a system into place. The developers of this suggested model believe that a recognition program is needed and desirable and within the scope of activity with which the profession should be concerned today. It is a particularly timely issue for a number of reasons:

- Increased awareness throughout the profession and the nation that continuing education is important for the development of quality services
- Need for improved competency in serving the public
- Need to demonstrate accountability to society for the role that has been assigned to the profession
- Availability of sound non-traditional alternative education routes to learning, as demonstrated in the home study phase of this project
- Examples of what other professions have accomplished through their recognition systems for continuing education
- Example of what has been happening to other professions in the area of credentialling when there is no strong viable schema for continuing education of their members

- The proposed new standards for public libraries call for library/information/media personnel to assume new and dynamic roles in the areas of active information dissemination, evaluation mediation of information, and coordination of community information which will require a greater commitment to continuing education than has been necessary in the past.
- Commitment of public policy toward professional continuing education

The proposed recognition program is a beginning. It should be reviewed carefully for modifications that may be appropriate. Then we recommend that it be implemented.

DEFINITIONS

A Recognition System needs to include Definitions of Terms used. This list is only suggestive of the type of terms that might be included.

Accreditation--The process by which an authorized agency or organization evaulates and recognizes a program of study or an institution as meeting certain predetermined qualifications or standards.

Activity--An individual educational experience or program, such as a lecture, home-study course, workshop, seminar, symposium, etc.

Aids, Educational--Resources such as pamphlets, exhibits, annotated bibliographies, case histories, audiovisual materials and information briefs which assist in the learning process.

Audit--To attend a course (at a college or university) without completing necessary requirements for full formal credit.

Audiovisual--Instructional techniques employing materials and procedures not dependent solely on the printed word.

Case Study--A description of a real or simulated (hypothetical) situation. Through discussion, ideas are shared and participants define the key elements of the problem, principles to be following in solving it, and actions to be taken if confronted by such a situation. Case studies provide an opportunity for comparing assumptions, attitudes, and theories with other group members.

Certification--The process by which a nongovernmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by that agency or association.

Committee--A small group of persons appointed or elected to perform a task.

Competence--The ability to accomplish an essential performance characteristic, or role, in a satisfactory manner alone or with others in a work situation.

Conference--A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Consultant--A qualified individual who gives advice or services regarding matters in his/her area of specialized knowledge or training.

Contact Hour--A unit of measurement equivalent to 50 minutes of participation in an organized learning experience.

Continuing Education--Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Learning experiences designated as continuing education are those designed primarily to increase the competence of practitioners performing roles responsibly in the profession in order to provide: 1) quality library/media/information services to all residents of the nation; and 2) enrichment of library/media/information careers.

Continuing education implies a concept of life-long learning as a critical necessity in meeting challenges growing out of an era of highly accelerated change. It includes those learning opportunities utilized by individuals which:

1. keep them abreast of new concepts, knowledge, and skills both within the field and within related, relevant disciplines;
2. update their basic education;
3. refresh them in various aspects of their basic education;
4. prepare them for changes in personal career lines by providing opportunity for diversification to perform new roles within the profession;
5. enable them to master new conceptions of the profession itself as its membership seeks to discharge effectively the social role imposed on it.

Continuing Education Recognition System--A system established and supported by various occupations to carry out activities such as the following:

1. Recognize the individual who has achieved the voluntary requirements of the program;
2. Implement a system of record keeping for continuing education;
3. Implement criteria or standards for continuing education;
4. Review or assist in the review of continuing education programs/offerings.

Continuing Education Unit (CEU)--Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Correspondence Course--A formal, independent study program consisting of reading and exercises submitted to a knowledgeable instructor for evaluation. The course usually covers several lessons to be completed in a specified period. (See also Home Study).

Course--A series of learning experiences dealing with a specific content.

Criterion--A standard of judgment accepted as a basis for comparison or evaluation.

Debate--A formal or informal discussion of an issue through which various approaches to resolution are considered.

Dialogic Programs--Programs that provide a means of interaction between the learner and the teacher.

Educational Activity--A procedure designed to stimulate learning.

Educational Technology--The broad application of scientific processes to the solution of educational problems and the fulfillment of learners.

Equivalency Testing--Examinations used to equate non-formal learning with learning achieved in academic courses or training programs.

Evaluation--The process of delineating, obtaining, and producing relevant information for judging decision alternatives and providing information to decision makers for their use to improve on-going programs.

Faculty--An individual or group conducting the continuing education activity.

Field Experiences--Practice in the actual situation under supervision. Activities are evaluated and analyzed by the participants and supervisors.

Field Trip--Direct observation of real life situations. Objectives are developed prior to the trip. Follow-up discussions enhance the learning experiences.

Formal Education--A coherent set of learning activities leading to a commonly agreed upon goal or objective, whether for academic credit or This definition excludes extremely short exposures, one-shot seminars or conferences, and unstructured learning situations.

Forum--An open meeting led by an expert and followed by audience participation.

Goal--Concerned with ultimate outcomes and usually phased in general or global terms.

Guided Self-Instructional Activities--Independent, individual learning activities which are organized to meet clearly defined objectives and are evaluated. Such an activity could be coordinated under the guidance of a responsible person in continuing education or staff development.

Guidelines--Concise statements of basic principles or concepts on which sound continuing education programs need to be built. Criteria detail the supporting specifics--the "what's" that enable the requirements of the guideline to be fulfilled. In general, the guidelines are intended to serve in the way a skeleton functions for the human body--providing a framework and basic structure. The criteria are like the muscles in the body--giving the structure motion and strength. (Barbara Conroy)

Group Leader--Any member of a learning team who accepts the responsibilities of leading the other participants in an educational endeavor.

Home Study--Enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order to study by a learner on his/her own. When each lesson is completed the learner mails the assigned work to the school for correction, grading, comment and subject matter guidance by qualified faculty. Corrected assignments are returned to the learner. This two-way communication provides the personalized learner-facilitator relationship.

Independent Study--Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may include such formal requirement as written reports, examinations, and on-campus conferences with faculty.

Individualized Method of Learning--A method of learning which leads the learner to control the rate of his/her progress in learning. In this category are programs in which the communication medium is correspondence (mail), the computer, programmed text, or teaching machine, and independent learning on campus.

Inservice Education--Planned instructional or training programs provided by an employing agency in the work setting and designed to increase competence in a specific role. Inservice education is one aspect of staff development.

Institute--Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

Instructional Design--The formulation and selection of management systems for instructional development.

Instructional Systems--An integrated group of program components organized to accomplish stated objectives.

Instructional Systems Components--All resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning.

Instructional Technology--That part of educational technology concerned with applying scientific processes to learning experiences.

Interface--The point at which an information transfer or exchange occurs.

Journal Club--A group of individuals meeting periodically to study a topic of mutual interest using previously assigned resource materials as a guide to discussion.

Learner Autonomy--The degree of control the learner have over his/her learning.

Lecture--A carefully prepared oral presentation of a subject by a qualified person. (Also known as a speech)

Librarian--Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree). Basic Requirement: Master's degree

Library Associate--Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree. Basic Requirements: Bachelors degree (with or without course work in library science); OR bachelor's degree, plus additional academic work short of the master's degree (in librarianship for the Library Associate).

Library Technical Assistant--Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks. Basic Requirements: At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR post-secondary school training in relevant skills.

Licensure--The process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or to use a particular title; or grants permission to institutions to perform specified functions within their jurisdiction.

Media Instruction--Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture, and other such forms of media instruction which may develop.

Media Professional--Any media person, certificated or not, who qualifies by training and position to make professional judgments and to delineate and maintain media programs or program components. Media professionals may include media specialists, television or film producers, instructional developers, radio station managers, and technical processing (cataloging) specialists, whose duties and responsibilities are professional in nature.

Media Specialist--A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is the basic media professional in the school program.

Media Technician--A member of the media staff with technical skills in such specialized areas as graphics production and displays, information and materials processing, photographic production, operation and maintenance of audiovisual equipment, operation and maintenance of television equipment, and installation of systems components.

Mediated Forms--Learning transmitted via an intermediate mechanism such as audio and/or video tape, telephonic transmission, etc.

Non-individualized Method of Learning--Methods and programs which provide learning experiences at a pace that lies beyond the learner's control, including the use of tape, radio, and television.

Nontraditional Learner--An ambiguous term which, as it has developed, is nearly synonymous with the adult engaged in part-time formal educational activities. Or, put another way, the nontraditional learner is anyone engaged in a formal learning activity who is not 18-22 and pursuing education on a full-time basis.

Nontraditional Learning Experiences--Nontraditional programs, learning experiences, or methods of instruction are ambiguous terms. They are generally viewed as nearly all programs, experiences, and methods of instruction which are different from the typical campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction as nontraditional, while knowing full well that many instructional elements which fit this definition are ancient and time honored.

Objectives--Statements of criteria by which one measures the degree to which the purpose is achieved. The statements are made in terms of results to be achieved rather than methods to be used. Objectives are narrower than goals, are usually short range, are measurable.

On-Campus Programs--Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult, and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

Orientation--A means by which the staff members are introduced to the philosophy, goals, policies, procedures, role expectations, and physical facilities in a specific work setting. Orientation occurs at the time of employment and at other times where changes occur in roles and functions within an agency.

Panel--A group of three to six persons presenting a purposeful discussion on an assigned topic.

Performance Standard--That level of expertise on a given essential performance characteristic that is considered to be minimally acceptable.

Planned Program of Continuing Education--The concept of a planned program of continuing education involves the organized presentation of a body of knowledge so that the subject is comprehensively covered in sufficient detail to meet the educational objectives. By using appropriate objectives, very narrow or highly specific, continuing education programs can be developed so they meet the definition of a planned program of continuing education. A series of unrelated lectures dealing with different topics and covering only one or two points of each topic would not be a planned program of continuing education.

Postsecondary Education--Any form of education beyond high school.

Practice Session--A session in which prior instruction is applied through exercises to reinforce learning.

Practicum--A planned experience which permits the individual to apply knowledge and develop proficiency in skills under supervision in a work setting.

Process--The specialized adaption of scientific procedures applied to achieving a specific task or an established goal.

Program--Planned organized effort directed toward accomplishing major objectives. A program includes many segments which are described as educational offerings or courses. (Total continuing education programs.)

Provider Evaluation--The provider of continuing education develops and employs evaluation techniques that will assess the effectiveness of the continuing education activities, and the level of fulfillment of the stated objectives.

Recognition Points--Units of achievement in continuing education that can be expressed in terms of hours or credits or a mixture of these.

Registration--The process by which qualified individuals are listed on an official roster maintained by a government or non-government agency.

Resource Guide--A written guide to educational resources on a topic, including orientation to the topic with annotated references to instructional materials showing content and source.

Self-Assessment--An evaluation by an individual of his/her own strengths and weaknesses.

Seminar--A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Senior Librarian--Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library. Basic Requirements: In addition to relevant experience, education beyond the M.A. (i.e., a master's degree in any of its variant designations: M.A., M.L.S., M.S.L.S., M.Ed., etc.) as: post-master's degree; Ph.D.; relevant continuing education in many forms.

Short Course--A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examination may be given depending upon the determination of the requirements. The noncredit course may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Special Training Program--A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

Sponsor--The institution, organization, or agency responsible for the development, implementation, evaluation, and record keeping of a continuing education offering or a total continuing education program (often called a provider).

Workshop--Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Exhibit 1 (page 1 of 7)

DRAFT OF TYPE OF CRITERIA AND ASSESSMENT FACTORS THAT MIGHT BE DEVELOPED FOR REVIEWING CONTINUING EDUCATION PROGRAMS

Criterion 1: Programs should be relevant to the educational needs of the learner and relevant to the library/information/media needs of society.

Assessment Factors:

1. Is there substantiation of the need for the program?
2. Is a planning committee involved in assessing the need and formulating the appropriate objectives of the program in which learners, institutions, information needs and rights of society are considered?
3. Is the level of the program for the intended learner stated -- beginning, intermediate, advanced or open?

Criterion 2: Programs should build upon the knowledge and experience of the library/information/media learner.

Assessment Factors:

1. Does the program announcement indicate the level of the client?
2. Does the program outline reflect the consideration of the stated level in its objectives, content, and methods of teaching?
3. Are clients selectively admitted on the appropriate level on which the program is offered?

Criterion 3: Programs should provide for the active involvement of the participant in the learning process.

Assessment Factors:

1. Is the learner represented on the planning committee for the program?
2. Does the outline reflect methods of active participation?

Criterion 4: Programs should assist library/information/media learners to:

-- acquire new knowledge and skills
-- update knowledge and skills
-- prepare for re-entry into the library/information/media profession
-- make a transition from one area of service to another

- -- acquire greater depth of knowledge and skills in one particular area of library/information/media
- -- change attitudes and values
- -- implement meaningful change both within the individual's own performance and throughout the library/information/media profession
- -- assume responsibility for personal and professional development
- -- improve the ability of other library/information/media workers to meet the specific needs of the public served by the profession
- -- promote and support innovation and creativity in library/information/media

Assessment Factors:

1. Do the stated objectives reflect one or more of the above purposes?
2. Is there evidence of an appropriate plan for evaluation based upon the course objectives?

Criterion 5: Objectives should be defined for each continuing education program and used as a basis for determining content, learning experiences, and evaluation.

Assessment Factors:

1. Does the program outline include behaviorally stated objectives?
2. Are content and learning experiences planned to meet these objectives?
3. Do the participants have prior access to the stated objectives? (Via program announcement)
4. Are the objectives utilized in the program evaluation done by the participant?
5. Does the outline reflect a course of adequate scope and emphasis oriented toward achieving stated objectives?
6. Does the daily program schedule give evidence of appropriate time schedule, program content and teaching-learning techniques to accomplish stated objectives?

Criterion 6: Time allotted for any activity should be sufficient for the learner to meet the objectives.

Assessment Factors:

1. Does the program format indicate sufficient time for achivement of stated objectives?

2. Does the program format indicate sufficient time for achieving the desired library/information/media competencies?

Criterion 7: Programs should be implemented through the use of a variety of formats and teaching methodologies to achieve the teaching-learning objectives.

Assessment Factors:

1. Does the program outline reflect the format and teaching methodology?
2. Are the educational methods and materials selected for effectiveness, and do they reflect variety?
3. Are the methods consistent with the objectives -- are they used appropriately?

Criterion 8: Sponsoring organization should provide appropriate facilities and resources to implement the course, i.e., audio-visual aids, library, appropriate "hands-on" experience, learning laboratories, conference rooms, record system, and secretarial services.

Assessment Factors:

1. Has the sponsoring organization determined the number of people that can be accommodated for the program and are the limitations indicated in the program announcement?
2. Has the sponsoring organization provided for needed resources to meet the program objectives?

Criterion 9: Provision for continuous evaluation should be an integral element of planning for each course; sponsors, learners, and consumers of library/information/media services should participate conjointly in evaluating the effectiveness of the program.

Assessment Factors:

1. Is there evidence to indicate how the teacher involves the learner in developing and applying mutually acceptable criteria for learning?
2. What is the evaluation plan? Does it include a follow-up evaluation when appropriate to the program?
3. Are the evaluation tools appropriate for the learning experience?
4. Is there evidence of opportunity for program planners to provide feedback regarding learners and consumers in the total effect of the program?
5. What is the plan for utilizing the evaluation results?

Criterion 10: Programs should be under the direction of personnel who are knowledgeable in the concept of adult education and skilled in designing and implementing the various learning experiences.

Assessment Factors:

1. Has the curriculum vitae for the person who has primary responsibility for the continuing education program and the name of the sponsoring institution or agency been submitted with each outline?
2. Does the program schedule reflect the application of adult education principles in the total learning process?

Criterion 11: Programs should be taught by personnel who demonstrate expertise in the subject matter, are knowledgeable about concepts of adult education and skilled in their application to the teaching-learning process.

Assessment Factors:

1. Are the credentials of the teachers examined for area of expertise, educational background and recognition in the field?
2. If "1" is not available, is there a description of the kind and level of expertise needed for each instructor for the program?

Criterion 12: Programs should be sponsored by colleges, universities, library education programs, and professional organizations and may be conducted in a variety of settings.

Assessment Factors:

1. Are the program sponsors identified as required by the Standard?
2. Have the sponsors provided adequate physical facilities?
3. Is a primary sponsor indicated for those courses having multiple sponsorship?

Criterion 13: If applicable, an interdisciplinary approach to programming, including sponsoring, planning and implementing, should be considered as a means of meeting the library/information/media needs of the consumer.

Assessment Factors:

1. Are the designated sponsors directly concerned with at least one aspect of the total program?
2. Does the planning committee show evidence of input from those disciplines involved in the learning experience?

3. Are experts in the specified disciplines involved in the conduct of the program?

Criterion 14: Continuing education records should be maintained in a systematic manner. The individual practitioner, the agencies offering the programs, and the national coordinating agency each have a role to play in the record keeping process.

Assessment Factors:

1. Did the sponsor initiate and provide the system?
2. Do the records show:
   - a. name and address of participant
   - b. date of birth and social security number
   - c. employment
     1. name
     2. address
     3. position
   - d. program
     1. title
     2. purpose and objectives
     3. description, length of course (starting and ending dates) contact hours, teaching techniques, etc.
     4. evaluation
     5. date and location
     6. name of instructors and qualifications
     7. name of continuing education coordinator or director
     8. sponsoring institution(s)

The individual practitioner's responsibility for continuing education records is to:

- a. Maintain personal records of all continuing education activities attended. These records will:
  1. Assist the individual to provide evidence of meeting continuing education requirements;
  2. Assist the individual to evaluate and review continuing education activities in relation to individual professional goals;
  3. Provide information about continuing education achievement to employers or national organizations as may be needed.

Record keeping by sponsors/providers of continuing education should include the following:

- a. To facilitate the interstate mobility of library/information/media personnel, the sponsor of continuing education is strongly encouraged to use contact hours as the system of measurement for each offering or to interpret units awarded in contact hours.

b. When educational offerings are conducted cooperatively by two or more sponsors, the sponsors decide in initial planning stages which one of the sponsors will maintain records and assign contact hours. In general, the sponsor carrying the primary responsibility for conducting the educational offering will maintain the records. The sponsor needs to keep two types of records; records of offerings and records of individual participants.

c. Records of offerings should include at least the following information:

1. Program title
2. Name and title of continuing education coordinator or director
3. Date(s) of offering (starting and ending)
4. Location (city, county or parish, and state)
5. Format (short course, institute, workshop, etc.)
6. Co-sponsors
7. Brief program description (objectives, purpose, overview)
8. Instructional staff and their qualifications for this specific activity
9. Evaluation plan and summary of results
10. Description of learner population (professional or paraprofessional level, minimal educational level)
11. Contact hours assigned by the sponsor and number of contact hours approved
12. Number of CEUs, if awarded by the sponsor
13. Number of participants completing the offering
14. Roster of participants completing the offering

d. A record should be prepared for each individual who completes the offering, with a copy maintained by the sponsor. The record should include at least the following information:

1. Name, social security number, address
2. Program title
3. Assigned approval number
4. Location (city, county or parish, and state)
5. Dates
6. Number of contact hours
7. Authorized signature of sponsor/provider

e. Additional data about participants may be kept for program evaluation and research. Such data may include:

1. Type of library/information/media personnel
2. Subject specialization
3. Geographic location
4. Educational background
5. Date of birth
6. Race, sex (optional)
7. Evaluation data from individual offerings

Record keeping by the administrative agency for the Recognition System should include:

For individuals:

1. Name, social security number, address
2. Program titles, approval numbers of all approved continuing education activities
3. Location and dates of all approved continuing education activities
4. Number of contact hours approved

A national continuing education data bank for library/information/media continuing education would serve the following purposes:

1. To provide a national data bank where continuing education records for library/information/media personnel can be maintained

2. To expedite record keeping for library/information/media personnel who move from state to state, are in federal service, or whose continuing education and career activities may be in different states

3. To provide a mechanism for recording participation by library/information/media personnel in continuing education offerings of various national associations in the profession

4. To facilitate surveys, evaluation, and research in continuing education, for example -- how varied subject areas of library/information/media are served by continuing education and how various geographical areas of the country are served

5. To provide a listing of approved continuing education offerings and programs

EXHIBIT 2 (1 of 5)

TENTATIVE DRAFT OF
PLANNED, GUIDED INDEPENDENT STUDY FOR CONTINUING EDUCATION

The ultimate responsibility of the individual for his/her own learning makes independent study stand out as one of the most important types of continuing education for library/informtion/media personnel. Survey results show that many people have difficulty in allocating time for independent study. Also, many may have minimal motivation, or just do not know where and how to begin. Research shows that many people's independent study efforts are haphazard and poorly organized, minimizing the benefit gained from the time expended. In spite of these barriers independent study based on a diagnosis of learning needs and leading to learning contracts as a vehicle for organizing systematic programs of continuing competency development has the potential for being the most effective way to develop competencies to perform roles in the work situation.

The program for planned, guided independent study should satifsy the requirements for awarding of CEU, as well as to stimulate the individual to take the responsibility for his/her own competency development. Motivation and benefits gained from time spent are also likely to increase. By individual competency development of library/information/media personnel the quality and quantity of service to the public should ultimately be enhanced.

A suggested process for carrying out planned, guided independent study follows.

Small group workshops, led by persons trained and skilled in organizational development, are organized. Workshop participants are introduced to the way to develop their own learning contracts as a vehicle for organizing systematic programs of continuing competency development. There are eight basic steps involved in this process.

1) Diagnose learning needs.

This is accomplished by constructing a model of the competencies to perform excellently the continuing education role aspect of one's job. A competency can be thought of as the ability to do something at some level of proficiency, and is usually composed of some combination of knowledge, understanding, skill, attitude, and values. Having constructed a competency model, the next task is to assess the gap between position now on the model and desired position on the model for each competency. An example of a part of a competency model showing how needs have been diagnosed is shown in Figure 6-6.

Exhibit 2 (2 of 5)

FIGURE 6-6

LEARNING NEED DIAGNOSTIC GUIDE[1]

Indicate on the six-point scale below the level of each competency required for performing the role you are interested in by placing an "R" at the appropriate point. Then indicate your present level of development of each competency by placing a "P" at the appropriate point. The gaps between the Rs and the Ps will indicate your learning needs.

Essential Competencies	Absent 0	Low (awareness) 1	2	Moderate (conceptual understanding) 3	4	High (expert) 5
As a Learning Facilitator						
Regarding the theoretical framework of adult learning:						
1. Knowledge of the current concepts and research knowledge regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners.			P			R
2. Understanding of the differentiations between youth and adults as learners and of the implications of the differences for teaching and learning.				P		R
3. Understanding the processes and conditions of adult learning and the forces that affect learning in the dynamics of individual, group, and organizational behavior.		P				R
4. Knowledge of the various theories of learning and a personal theory about their application to particular adult learning situations.		P	R			

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[1] **Malcolm S. Knowles, Correspondence on competence-based contract learning approach to professional development, March 9, 1977, to Elizabeth Stone.**

Exhibit 2 (3 of 5)

2) Specify learning objectives

The next step is to start filling out the Learning Contract (an example of a Learning Contract is presented in Figure 6-7). Each of the learning needs diagnosed in Step 1 should be translated into a learning objective and placed in column 1 of the Contract. Objectives should describe what is to be learned, not what is to be done. Learning objectives should be stated in terms that are behaviors, or directions of growth.

3) Specify learning resources and strategies

In column two of the contract describe proposed ways to go about accomplishing each objective. The resources (material and human) are identified and the strategies (techniques and tools) to be employed in making use of them are listed.

4) Specify evidence of accomplishment

In the third column, "Evidence of Accomplishment of Objectives," describe the evidence that will be collected to indicate the degree to which each objective has been achieved.

5) Specify how the evidence will be validated

For each objective criteria are specified. Next the means proposed to use as evidence to judge according to these criteria are listed.

6) Review contract with consultants

To strengthen the quality of the contract, it is suggested that it be reviewed with one or two friends, supervisors, or other expert resource persons and reactions and suggestions sought.

7) Carry out the contract

As one works on carrying out the contract, notions about what is to be learned may be changed. If this is the case, the contract should be revised accordingly.

8) Evaluation of learning

One of the simplest ways to get some assurance that learning objectives have been achieved is to ask the consultants used in Step 6 to examine the evidence and validation data and give their judgment about their adequacy.

LEARNING CONTRACT FOR CONTINUING EDUCATION

Name: ______________________ State: ______________ Job Title: ________________

Learning Objectives	Learning Resources and Strategies	Evidence of Accomplishment of Objectives	Criteria and Means for Validating Evidence

FIGURE 6-7

Exhibit 2 (4 of 5)

Exhibit 2 (5 of 5)

The number of CEU for the various activities decided upon by individuals in their contracts will be established in consultation with the workshop leaders (generally 20 fifty minute periods of independent study would equal 1 CEU).

After the initial workshop session individuals would be free to work on their own, at their own pace, and receive as much guidance as their program necessitates. Small group workshops would be held at monthly intervals for additional group learning experiences, group support of individual efforts, and evaluation of progress. Finally, an evaluation workshop would be held after one year to evaluate the learners, the advisors, and the program. New goals could then be established and the process begun again. This program is intended to be voluntary and informal, combining individualized and group interaction modes of instruction.

The intention of the independent study with advisory and small group support is to provide an overall positive learning experience which should help motivate, and provide a meaningful framework for competency development. Learning is most likely to occur under positive conditions. Hopefully, this positive approach will create a positive outlook toward continuing education.

SOME GUIDELINES FOR PLANNING CONTINUING EDUCATION

DEFINITIONS: DISTINCTIONS

Continuing Education

Continuing education, as used here, consists of those learning activities utilized by individuals, following their preparatory education necessary for entrance into the field. Learning experiences designated as continuing education are those designed primarily to increase the competence of practitioners performing roles responsibly in the profession in order to provide: 1) quality library/media/information services to all residents of the nation, and 2) enrichment of library/media/information careers.

Continuing education implies a concept of lifelong learning as a critical necessity in meeting challenges growing out of an era of highly accelerated change. It includes those learning opportunities utilized by individuals in the profession which:

1) keep them abreast of new concepts, knowledge, and skills both within the field and within related, relevant disciplines;

2) update their basic education;

3) refresh them in various aspects of their basic education;

4) prepare them for changes in personal career lines by providing opportunity for diversification to perform new roles within the profession;

5) enable them to master new conceptions of the profession itself as its membership seeks to discharge effectively the social role imposed on it.

The objective of continuing education is the specific enhancement of the competence of the individual as a practitioner, rather than the attainment of an additional academic career.

Continuing education is that process of self-directed learning in which the individual assumes the basic responsibility for his or her own continuing education development. However, viewed on a broader level within the profession, continuing education encompasses the concern, the shared responsibility, the cooperation and the interaction of at least seven relevant groups -- the employing institutions, academic institutions, professional associations, state library agencies, relevant federal agencies, individual practitioners in libraries, and users of library/media/information services. Each of these groups is guided by its own goals and motivations. These goals and motivations determine the kind and amount of responsibilities each group self-selects to assume and the amount and degree of interface in which they are willing to participate. As a consequence, each group carries out differing and continuously changing roles in relation to continuing education.

A fully developed or articulated program of continuing education for the profession that would meet the needs of providing information services would make provision for all library/information/media personnel -- professional and supportive -- to have equal opportunity to continue their education in order that all may retain the power to learn and that all may have a way to increase systematically their competence for improved service. Local inadequacies in continuing education would be minimized or eliminated by new learning patterns and technology. Opportunity for continuing education would be available at a time, place, and pace appropriate to each practitioner.

Continuing education programs may be on a full time or part-time basis, but are usually of relatively short duration, i.e. days to months. The sponsoring organization may be formal or informal: academic institutions, employing institutions, organizations, government agencies, professional associations. Continuing education opportunities are conducted in a great variety of forms using many methods and techniques, including nontraditional forms of learning such as home study programs and transportable workshops.

Staff Development

> "Staff development is intended to strengthen the capability of an organization to perform its mission more effectively and more efficiently by encouraging and providing for the growth of its human resources. Staff development affirms the ability of the individual and the organization to grow and for each to contribute to the growth of the other. Staff development makes the most of the present potential and prepares the individual and the organization for the future." (Conroy, 1977)[1]

Thus, continuing education is a more generic term which includes staff development as one of its elements. Similarly, on-the-job training is one of the subsets under staff development.

Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organizational system. Therefore, staff development needs to consider carefully: 1) the relationship between the system of management and the content of the development programs; 2) the internal consistency of the content of staff development courses; and 3) the congruence of the methods used in the programs with the management style of the organization. Thus, according to Likert, the goals of the entire organization need to be examined to see if the learning needs that are identified by individuals are in keeping with the goals of the organization. If they are not, many problems and frustrations arise when the philosopphy and methods used in the area of staff development are incongruent with other components of the organization's management system. (Likert, 1967)[2]

Satisfactory staff development consists of more than a maze of development programs and activities. That is not to say that the strategies of staff development -- orientation programs, on-the-job training programs, job enrichment, skills training, effective supervision -- are not important, but rather to emphasize that singularly and in themselves they do not constitute the total means for the development of a library or information center or media center's human resources. Staff development is not carried out in a vacuum. It functions in an environment of recruiting, promotion, and salary policies, procedures, standards, appraisal, instutional objectives and organizational planning; it is intimately related also to the style of the management system operative in the library/media/information center and to the organizational structure.

Staff development in an organization implies change and growth in work groups (individuals who have a face-to-face relationship in going about their daily tasks), in individuals, and the organization itself in relation to its mission and goals. A staff development program can help work groups function more effectively and efficiently; can help build bridges among work groups; and can help individuals in their knowledge, skills, and attitudes; and can help the total organization change and develop.

As employers, libraries/media/information centers rightfully need to self-select the continuing education responsibilities they wish to shoulder as each has its own special relationship to the individuals seeking to learn; its own style of management; its own specialized capabilities; its own motivations in continuing education; and its own points of view concerning the manner in which it should support continuing education in relation to its goals. (Stone et al., 1974)[3] But whatever degree of responsibility is assumed for continuing education, the continuing education needs of library/media/information personnel can only be realized in an organization which continuously maintains a climate for learning. (Monroe, 1967)[4] Elements in maintaining such a climate include the institution's assuming responsibility for providing the resources for self-development by self-directed learners and for providing procedural help and consultation services. The employing institution should also be concerned with helping people find their unique talents and potential to develop stylistic competencies (one's personal style of service) above and beyond the core of common competencies that are necessary for everyone in the profession to possess and in addition to any specialist competencies an individual may develop. (Knowles, 1976)[5]

GOALS AND OBJECTIVES

The focus in continuing library/media/information science education should be on service to the residents of the nation, through library/media/information personnel. Goals, therefore, are: 1) improved library and information service to all residents of the country; and 2) maintenance of the lifelong competence of practitioners.

These goals can be achieved -- insofar as the practitioner-client and practitioner-community relationship can contribute to them -- by making it possible for all library/information/media personnel to use the latest knowledge and skills that continuously become available; by increasing the "information competence" of individual residents of the country to cope efficiently with problems in today's society; and by improving their opportunities for continuing personal, vocational, and career development.

Career development and growth comes through participation by each practitioner in suitable programs of continuing education in addition to his/her own experience and reading. Continuing education programs should favorably augment and modify initial education. These programs should make possible the acquisition of such new skills and knowledge as the practitioner requires to maintain competence in his or her job.

The effectiveness, and the opportunity to measure the effectiveness, of any specific educational program is enhanced if, in the earliest stages of its planning, a statement of specific objectives is formulated in areas such as: 1) changes in the attitude and approach of the learner to the solution of library/information/media problems; 2) correction of outdated knowledge; 3) explanation and interpretation of new knowledge in specific areas: 4) the introduction to and/or mastery of specific skills and techniques; 5) change in the habits of the learner.

The objectives of a single short course or brief program will probably not include statements in all these categories. Statements of objectives should be measurable and action oriented, objectives should be as specific as possible for a number of reasons: 1) enable the full resources available to be employed best for their achievement; 2) provide the potential participant with some basis of information to judge whether or not the opportunity meets his or her criteria for enrollment; 3) enable meaningful evaluation of the program. (Did the program meet the stated objectives?) Without such specific objectives as a primary guide throughout the planning and execution of each continuing education program, it is unlikely that any program will be fully effective and economical of participant time.

BASIC CONCEPTS

1. The Administration of continuing education programs should be by responsible people who are dedicated to the highest interests of the profession, as suggested above. There should be careful advanced planning worked out with all those to be involved in the program which results in a written document. But regardless of the best laid plans, the administration needs to be prepared to meet unexpected crises and events beyond control. Therefore there is a need for flexibility without getting lost in details; this is possible if the priorities that have been established for the program are kept clearly in mind at all times.

The director of continuing education programs has responsibility for a variety of functions, including:

a) Determine specific needs of practitioners in the region where the program is being offered. This can be done by questionnaires, but Dean E. Griffith, Director of Continuing Education Programs at the University of Texas at Austin, asserts that no questionnaire or other means of surveying the continuing education needs in a given community will substitute for direct first hand knowledge of the needs in a given community as expressed by practitioners. It is primarily in cases where the person or persons charged with the determination of needs cannot go out and directly interview top administrators, middle managers, department heads, practitioners at every level, training coordinators and trustees that other techniques should be used. A valuable resource on needs assessment is: Continuing Library Education: Needs Assessment and Model Programs by Julie A. Virgo, Patricia McConaghey Dunkel and Pauline Angione.[6]

b) Prepare specific written objectives that are measurable with all those to be involved in the program.

c) Identify all the types of resources -- human, material, financial -- that can be helpful in the program. In your presentations about the program, make it easy for people to help you. Coordinate all resources for their most effective use.

d) Choose well qualified leaders who understand the principles of how adults learn and then stimulate them to plan well in advance, keeping in mind the specific objectives that have been determined. Try to find qualified leaders who have had some exposure to and experience in the concepts and methods of group dymanics.

e) Make sure that the facilities needed will be available at the proper time and place

f) Supervise the enrollment records to ensure that they are accurate and that they are recorded according to agreed-upon procedures.

g) Design -- early in the planning -- a dissemination plan for information about the program.

h) Develop a method of evaluation to be used as part of each program.

i) Keep a constant eye on the ultimate objective: making library/media/information service possible for people.

2. The budget should be adequate to the educational program undertaken and to its continuing improvement. It is important to make up a budget as part of the planning process so that a realistic registration fee can be established. Such a budget should include among other items: clerical and secretarial services, supplies, printed handouts, promotional letters, entertainment, record keeping, travel and perdiem as necessary, meeting room rental, photographs, audio-visual hardware and software.

Sole dependence upon tuition fees tends to restrict the quality of continuing education programs, but additional outside support is frequently not available. It should, however, be sought.

3. The faculty for continuing education opportunities should consist of library/media/information science practitioners and educators, and leaders with special expertise from other disciplines of proven ability, training and dedication to the development of carefully planned educational programs in the best current interests of the participants. Knowing the background, education, and teaching experience of faculty members can be of great help in making the right selection for a specific area. In order to meet this

to some degree CLENE has published a Directory [7] of those active in continuing library/media/information science education which gives this type of information about those listed.

The faculty should be adequate in number of leaders for each program to permit the use of participative methods of learning. Faculty chosen should have the ability to explain the "know-why" as well as the "know-how" of the concepts, knowledge, and skills presented. Faculty should also have knowledge and exposure to the concepts and methods of group dynamics.

4. The courses and programs should be planned well in advance of delivery, including specific learning objectives that are specific and measurable. Careful planning of courses and programs offered includes careful scheduling of topics to be covered, activities, assignments to be made, pre-course preparation expected of participants, and selection of appropriate methods of teaching at a minimum. One such guide is A Guide to Planning and Teaching Continuing Education Courses by Joe Washtien.[8]

Planning for courses and other continuing education opportunities also means that the content of these activities should be based on the demonstrated needs and wishes of practitioners of the region as well as on current trends and advances in the field. Technological and other advances in the field are developing so rapidly that no course or program should be repeated annually without restudy.

Planners of continuing education opportunities for library/media/information science should study carefully the listings and the analyses presented in listings of continuing education opportunities, such as the annual Directory published by CLENE,[9] in order to ascertain where there are overlapping programs and where gaps exist, both in content and in geographical location. Ideally there should be available continually sequential offerings, comprehensive in scope at different levels (i.e., beginning, intermediate, advanced) for all priority content areas as identified through needs assessment processes. Every offering should have built-in means of evaluation, both for the practitioner-learner and for the educator.

5. Facilities should be available that encourage participative methods of learning. Facilities should include among other items: library facilities, conference rooms, classrooms, audiovisual equipment, and all things adequate for a particular program. When a program developer offers activities in another locale, certain specifications as to room requirements (size, wall space and type of covering, carpeting, number and shape of tables, number of chairs, audiovisual equipment, blackboards) and materials (newsprint, masking tape, etc.) should be clearly agreed to by the host group.

6. Learning Methods. One of the major problems in continuing education is lack of concern for the methods of education used. Malcolm S. Knowles, now with the Department of Adult and Continuing Education of North Carolina State University, describes the process of adult education as Andragogy.

The importance of knowing the term is not stressed, but the principles he evokes are very pertinent to the process of designing continuing education programs. Knowles points out that pedagogy comes from the Greek root "peda" meaning 'boy or youth'. Teaching youths who have no experience is a different science than teaching adults, Knowles maintains. He therefore coined the Andagogy. The suffix, "Andra" comes from the Greek, and means Man.[10]

At the first CLENE Assembly in January 1976, Dr. Knowles stated:

> ... We now know enough about the natural process of adult learning to be able to say with conviction that adult learning is indeed a process of self-directed learning. Adults do not learn well from being taught. They can learn from being taught, but they don't learn well from being taught. And certainly they don't learn new behaviors very much from being taught. So we're talking about a different orientation to education, a different way of perceiving education from that which has dominated our tradition. We no longer can talk about teaching people, particularly adults ... We have to talk about helping them learn ... So, when we're talking about continuing professional development, I'm assuming that we're talking about continuing professional self-development. And that the institutional responsibility for continuing professional education is to provide the resources for self-development by self-directed learners and to provide procedural help, consultation services, to adults. [11]

In spite of the bountiful literature that shows from research and thousands upon thousands of evaluation forms filled out by participants t t they prefer to learn by participative methods and not the traditional lecture method, it is interesting to note that the two highest ranking methods reported in the 1976 and 1977 CLENE directories are the discussion and lecture method -- far above others.

Of concrete help for those involved in continuing education programs is Teaching Adults to Learn by Alan Knox [12] authority on continuing education and Director of Continuing Education at the University of Illinois.

7. Learning Materials are another important consideration in planning and implementing continuing education programs. Developing Continuing Education Learning Materials by Blanche Woolls and Brooke Sheldon [13] is a valuable resource in this area. The authors have selected six items which are considered top priority factors for the preparation of continuing education materials. These are:

a) Specific audience to be determined
b) Define training needs
c) Search for available materials
d) Determine learning method and format of program
e) Choose method of production and plan of production
f) Determine if materials produced could be used with alternative audiences

Exhibit 3 (page 8 of 20)

8. Motivation. In one of the first studies [14] dealing with the motivation of librarians to engage in continuing education, the author found that generally the reasons a librarian engages in continuing education activities are different from, and not merely opposite to the reasons which keep him or her from participating. The primary reasons that motivated them were factors related to the actual job. These were factors which tend to give the librarian the feeling of growth and job competence. In the same study, it was found that the deterring forces were primarily associated with external conditions such as lack of time, inconvenience of location, requirements, costs, low accessibility. The point that is important for the continuing education planner is that even though all these external factors are splendidly provided for, they alone will not motivate librarians to a high level of participation. Thus, the importance of needs assessment in the process of planning for continuing education activities.

However, the continuing education planner must also provide as effectively as possible for the external factors for, if they are not present, they tend to discourage participation, regardless of the excellent content, or they may influence enrollees to drop out of programs.

In the landmark work by Bernard V. Dryer on Lifetime Learning for Physicians [15] the author asserts that any continuing professional education programming will run the expensive risk of becoming "bureaucratic clockwork" unless it meets highly personalized criteria of practitioners. These are: personal satisfaction (any offering will have to make sense to the individual on his/her own terms); freedom of choice (provision for diversity of offerings from which to choose); continuity (always available); convenience (at a place and pace chosen by practitioner using new learning methods and modern technology); accessibility (no one should be penalized because of distance from organized center of learning).

Although Dryer wrote in 1962, the ideas he presents about making continuing education meet the personalized criteria of practitioners through maximal use of the new technology are far from being realized.

In an article on motivation relative to continuing education, Donald B. Miller [16] concludes: "Motivation for continuing study and learning is complex. It is desirable for the designer of courses and programs to have a concept of the rationale the potential student might have for taking the course. Marketing must be geared to present the individual with a picture of how the course will assist in meeting personal goals. Design of the course can be built on principles which will provide additional motivations for the enrollee."

9. Methods of Evaluation of the effectiveness of continuing education programs should be developed as a part of each program. But without an initial statement of specific learning objectives for the participants for each program it is difficult, if not impossible, to ascertain whether the objectives have been fulfilled. Such objectives include the following categories: 1) changes in the attitude and approach of the learner to the solution of problems; 2) correction of outdated knowledge in specific areas; 3) the introduction to and/or mastery of specific skills and techniques, and 4) improvement in the habits of the learner.

Among the considerations to be dealt with in evaluation, there must always be concern for the determination of the library/information/media needs of the community and for determination of the learning needs of the library/information/media personnel.

The reason the least sophisticated and often the least professional of evaluation forms, such as popularity "polls" are probably used is that we have not thought through our evaluation problems sufficiently. If we are to achieve efficient, effective, economical use of evaluation as an important tool for improving continuing education, we must begin to raise our professional competence in this area.

A summary approach to evaluation is presented by Brooke Sheldon in Planning and Evaluating Library Training.[17] This paper will be helpful to those who do not know where to begin upgrading their competence in educational evaluation.

10. Recognition for Continuing Education. Each library/information/media practitioner's real reward for participation in continuing education should be an improved ability to meet the service needs of the people of the nation and the stimulation of his or her own spirit of intellectual adventure.

Any certificate gained at the completion of a continuing education program or a series of programs should not be, nor resemble, a diploma attesting a special skill or competency. Continuing education is not intended to provide an educational experience adequate for receiving an academic degree: that is the concern of graduate library and information science education.

However, this does not preclude giving recognition to all practitioners who want to improve their quality of service to their present and potential users.

a) Purpose of a Recognition System. The purposes of voluntary recognition systems, as developed by other professions are: 1) to recognize, encourage, and support personnel who participate regularly in continuing education activities, and 2) to emphasize the importance of developing more meaningful opportunities for practitioners. The recognition is built upon the assumption that all personnel -- professional and supportive -- should continue their education on a regular, voluntary basis throughout their careers so that quality service will be available to all residents of the nation. In voluntary systems recognition is given to individuals who earn it by completing continuing education activities. A voluntary system, it is not intended to honor practitioners for outstanding accomplishment.

b) Advantages of a Compatible System. A compatible recognition system within a profession has advantages such as:

1) Facilitate the recognition of participation in continuing education between parts of the country and between different types of libraries

2) Provide employees with a commonly understood record of continuing education activities

3) Facilitate the review of the records of individuals whose continuing education activities take place in more than one state and in more than one institution or association

4) Facilitate the recognition of employees who are trying to keep up

5) Provide a basis for the collection of data about continuing education as an individual process of lifelong learning

6) Promote the acceptance of continuing education an an individual process of lifelong learning

7) Provide a way to record participation by the individual

8) Assist in meeting identified needs in continuing education of library/information/media personnel.

11. Suggested Criteria for Consideration

To help ensure that library/information/media personnel receive quality continuing education, some suggested minimum criteria are suggested.

Even with minimum criteria, programs are less likely to vary in:

- Quality of development and presentation
- Measurement and reporting of credits and hours

Moreover, the large number of programs available throughout the United States and the mobility of participants in these programs create measuring and reporting problems that suggest the need for nationally known criteria.

The purpose of a statement on criteria is to provide such uniform criteria for consideration by the profession. A draft copy of the type of criteria that would seem to be helpful follows.

DRAFT of Suggested Criteria for Quality for Continuing Education Program Development

Criterion No. 1	The program should contribute to the professional competence of participants.
Commentary	The fundamental purpose of continuing education for library/information/media personnel is to develop competencies to perform roles.
Criterion No. 2	The stated program objectives should specify the level of knowledge the participant should have attained or the level of competence he should be able to demonstrate upon completing the program.
Commentary	Program developers should clearly disclose what level of knowledge and/or skill is expected to be mastered by completing a particular program. Such levels may be expressed in a variety of ways, all of which should be informative to potential participants. As an illustration, a program may be described as having the objective of imparting technical knowledge at such levels as basic , intermediate, advanced, or overview, which might be defined as follows: 1. A basic level program teaches fundamental principles or skills to participants having no prior exposure to the subject area. 2. An intermediate level program builds on a basic level program in order to relate fundamental principles or skills to practical situations and exextend them to a broader range of applications. 3. An advanced level program teaches participants to deal with complex situations. 4. An overview program enables participants to develop perspective as to how a subject area relates to the broader aspects of librarianship or brings participants up-to-date on new developments in the subject area.

Criterion No. 3 The education and/or experience prerequisites for the program should be stated.

Commentary: All programs should clearly identify what prerequisites are necessary for enrollment. If no prerequisite is necessary, a statement to this effect should be made. Prerequisites should be specified in precise language so potential participants can readily ascertain whether they qualify for the program or whether the program is above or below their level of knowledge or skill.

Criterion No. 4 Programs should be developed by individual(s) qualified in the subject matter and in instructional design.

Commentary: This standard is not intended to require that any individual program developer be both technically competent and competent in instructional design. Its purpose is to ensure that both types of competency are represented in a program's development, whether one or more persons are involved in that development. Mastery of the technical knowledge or skill in instructional design may be demonstrated by appropriate experience or educational credentials.

"Instructional design" is a teaching plan that considers the organization and interaction of the materials as well as the method of presentation such as lecture, seminar, workshop, or programmed instruction.

Criterion No. 5 Program content should be current.

Commentary: The program developer must review the course materials periodically to assure that they are accurate and consistent with currently accepted standards relating to the program's subject matter.

Criterion No. 6

Programs should be reviewed by a qualified person(s) other than the preparer(s) to ensure compliance with the above standards.

Commentary

In order to ensure that programs meet the standards for continuing education program development, they should be reviewed by one or more individuals, qualified in the subject area and in the instructional design. Any one reviewer need not be competent in both the program subject matter and in instructional design, but both aspects of a program should be reviewed. However, it may be impractical to review certain programs, such as a short lecture given only once; in these cases, more reliance must be placed on the competence of the presenter.

II. Criteria for Continuing Education Program Presentation

Criterion No. 1

Participants should be informed in advance of objectives, prerequisites, experience level, content, advance preparation, teaching method(s), and continuing education contact hours credit.

Commentary

In order for potential participants to most effectively plan their continuing education, the salient features of any program should be disclosed. Accordingly, brochures of other announcements should be available well in advance of each program and should contain clear statements concerning objectives, prerequisites (if any), experience level, program content, the nature and extent of advance preparation, the teaching method(s) to be used, and the amount of credit to be given.

Criterion No. 2

Instructors should be qualified with respect to program content, teaching methods, and understanding of how adults learn.

Commentary

The instructor is a key ingredient in the learning process in any group program. Therefore, it is imperative that sponsors exercise great care in selecting qualified instructors for all group programs. A qualified instructor is one who is capable, through background, training, education, and/or experience, of providing an environment conducive to learning. He/she should be competent in the subject matter and skilled in the use of the appropriate teaching method(s). Although instructors are selected with great care, sponsors should evaluate their performance at the conclusion of each program to determine their suitability for continuing to serve as instructors in the future.

Criterion No. 3 Program sponsors should encourage participation only by individuals with appropriate education and/or experience.

Commentary So that participants can expect continuing education programs to increase their professional competence, this standard encourages sponsors to urge only those who have the appropriate education and/or experience to participate. The term "education and/or experience" in the standard also implies that participants will be expected to complete any advance preparation. An essential step in encouraging advance preparation is timely distribution of program materials. Although implementing this standard may be difficult, sponsors should make a significant effort to comply with the spirit of the standard by encouraging (1) enrollment only by eligible participants, (2) timely distribution of materials, and (3) completion of any advance preparation.

Criterion No. 4 The number of participants and physical facilities should be consistent with the teaching method(s) specified.

Commentary The learning environment is affected by the number of participants and by the quality of the physical facilities. Sponsors have an obligation to pay serious attention to these two factors. The maximum number of participants for a case-oriented discussion program, for example, should be considerably less than for a lecture program. The seating arrangement is also very important. For a discussion presentation, learning is enhanced if seating is arranged so that participants can easily see and converse with each other. If small group sessions are an integral part of the program format, appropriate facilities should be available to encourage communication within a small group. In effect, class size, quality of facilities, and seating arrangements are integral and important aspects of the educational environment and should be carefully controlled.

Criterion No. 5 All programs should include some means for evaluating quality.

Commentary Evaluations should be solicited from both participants and instructors. The objective of evaluations is to encourage sponsors to strive for increased program effectiveness. Programs should be evaluated to determine whether

1. Objectives have been met.
2. Prerequisites were necessary or desirable.
3. Facilities were satisfactory.
4. The instructor was effective.
5. Advance preparation materials were satisfactory.
6. The program content was timely and effective.

Evaluations might take the form of pre-tests for advance preparation, post-tests for effectiveness of the program, questionnaires completed at the end of the program or later, oral feedback to the instructor or sponsor, and so forth. Instructors should be informed of their performance, and sponsors should systematically review the evaluation process to ensure its effectiveness.

III. Criteria for Continuing Education Program Measurement

Criterion No. 1

All programs should be measured in terms of fifty-minute contact hours. The shortest recognized program should consist of one contact hour.

Commentary

The purpose of this standard is to develop uniformity in the measurement of continuing education activity. A contact hour is 50 minutes of continuous participation in a group program. Under this standard, credit is granted only for full contact hours. For example, a group program lasting 100 minutes would count for two hours; however, one lasting between 50 and 100 minutes would count for only 1 hour. A one-day program consists of 8 contact hours. For continuous conferences and conventions, when individual setments are less than 50 minutes, the sum of the segments should be considered one total program. For example, five 30 minute presentations would equal 150 minutes and should be counted as 3 contact hours.

Sponsore are encouraged to monitor group programs in order to accurately assign the appropriate number of credit hours for participants who arrive late or leave before a program is completed.

Since credit is not allowed for preparation time for group programs, it should not be granted for the equivalent time in self-study programs.

Self-study programs should be pre-tested to determine average completion time. One-half of the average completion time is the recommended credit to be allowed. For example, a self-study program that takes an average of 800 minutes to complete is recommended for 8 "contact hours" of credit.

Criterion No. 2

When an instructor or discussion leader serves at a program for which participants receive continuing education credit and at a level that increases his or her professional competence, credit should be given for preparation and presentation time measured in terms of contact hours.

Commentary

Instructors and discussion leaders should receive continuing education credit for both preparation and presentation. For the first time they present a program, they should receive contact hour credit for actual preparation hours up to 2 times the class contact hours. If a course is rated as 8 contact hours, the instructor could receive up to 24 contact hours of credit (16 hours for preparation and 8 hours for presentation). For repetitious presentations the instructor should receive no credit unless he can demonstrate that the subject matter involved was changed sufficiently to require significant additional study or research.

IV. Criteria for Continuing Education Reporting

Criterion No. 1

Participants in group or self-study programs should document their participation including: (a) sponsor, (b) title and/or description of content, (c) date(s), (d) location, (e) number of continuing education contact hours claimed; (f) objectives; (g) principal leader or mentor. Documentation should be maintained for a reasonable length of time.

Commentary

This standard is designed to encourage participants to document their attendance at a group program or participation in a self-study program. For self-study programs evidence of completion would normally be the certificate supplied by the sponsor.

Criterion No. 2

In order to support the reports that may be required of participants, the sponsor of group or self-study programs should retain for an appropriate period: (a) record of participation, (b) outline of the course, (or equivalent), (c) date(s), (d) location, (e) instructor(s), (f) number of continuing education contact hours, (g) objectives.

Commentary

A retention period of five years from the date the program is completed is appropriate. The record of attendance should reflect the contact hours earned by each participant, including those who arrive late or leave early.

CONCLUSION

An effective program of continuing education requires leadership, careful planning, suitable facilities, competent faculty who use dynamic methods of education that enlist the participation of the learner. Continuing education must take into account the way that adults learn.

Appropriate means of evaluation should be devised to measure the effectiveness of programs. To this end, it is suggested that Criteria for Quality of continuing education programs should be formulated by the profession to serve as guidelines for the providers of continuing education activities.

Those who engage in continuing education to improve their service to the residents of the nation are entitled to recognition, encouragement, and support from the library/information/media community. The providers of continuing education who meet Criteria for Quality should also be recognized by the profession.

FOOTNOTES

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CHAPTER 7

SUGGESTIONS FOR IMPLEMENTATION OF A VOLUNTARY RECOGNITION SYSTEM FOR CONTINUING EDUCATION OF LIBRARY/INFORMATION/MEDIA PERSONNEL

This Chapter focuses on some strategic issues that need to be considered during the stages of implementation of a voluntary recognition system for continuing education of library/information/media personnel. These suggestions are not exhaustive. Rather, they illustrate the considerations that seem essential in planning for implementation of a recognition system, and for getting a wide audience to consider thoughtfully the issues at hand.

STRATEGIC ISSUES FOR CONSIDERATION IN IMPLEMENTING A VOLUNTARY RECOGNITION SYSTEM FOR CONTINUING EDUCATION

In order for implementation steps to be set in a realistic background, it is important to recognize that there are certain strategic issues, or problems, that need to be considered concurrently by those charged with implementation during the planning process. In this section, these issues are identified and each is followed by some discussion of major elements. These are followed in the next section by a suggested pattern for stages of implementation.

These strategic and critical issues are given as follows:

- Issue 1: Compatability
- Issue 2: Cooperation and coordination of roles and functions
- Issue 3: Criteria for quality of continuing education programs
- Issue 4: Record keeping--the information system of recognition program
- Issue 5: Provision of supporting services
- Issue 6: Financial support system
- Issue 7: Dissemination of information about the recognition system

STRATEGIC ISSUE 1: COMPATABILITY

One of the conclusions reached as a result of this study was the desirability and importance of a compatible continuing education recognition system throughout the nation.

A compatible system would have a number of distinct advantages:

- Encourage development and adherence to criteria for quality for continuing education programming;
- Facilitate the compilation of records of individuals whose continuing education activity takes place in more than one location;
- Provide a data base about continuing education that could be used in research;
- Promote acceptance of continuing education as an individual process of lifelong learning by facilitating recognition of participation in continuing education activities.

The objective would be to have a system flexible enough so that each state that had its own continuing education programs and recognition systems would be able (or willing) to accept program offerings approved by other states, and that all could be accepted by the national system.

To provide for transferability of continuing education records among states and integration into a national system, acceptance of three components for compatability are important:

- Definition of terms;
- Criteria for development of planned programs;
- Common categories of required or recognized activities.

Consistency in these three areas is essential. Comments on these three essential components for compatability, as they relate to the implementation, follow.

Definition of Terms

From an examination of the literature on continuing education, it is immediately apparent that lack of clearcut and generally agreed upon definitions of continuing education and concepts relating to it have been a stumbling block that has slowed down development of continuing education in many professions. Currently the U. S. O. E. has granted a contract to WICHEN (the nursing education component of the Western Interstate Commission for Higher Education) to produce a guide on standard definitions in the field of adult and continuing education. When this work is available, it is hoped that the definitions supplied will be widely accepted, so that there will be a standard of definitions that are accepted nationally.

In the meantime before this work is available, the type of terms that should be agreed upon include such items as: contact hour, continuing education, continuing education recognition system, continuing education unit (CEU), in-service education, non-traditional learning, orientation, self-instructional activities, staff development, etc.

Standards and/or Criteria for Development of Planned Programs

Throughout this study there was a persistent demand from the field that there be developed (1) standards/criteria/guidelines for the development of planned programs, (2) statements of essentials of continuing education programs, (3) statement regarding approval of programs. The problems inherent in the development of such quality control features and some possible solutions are presented in the section on Standards and Criteria for Quality Control.

Common Categories of Recognized or Required Activities

The suggested model divided activities for inclusion in the system into seven categories. Agreement on these categories, and on activities that merit recognition is essential for a compatible system.

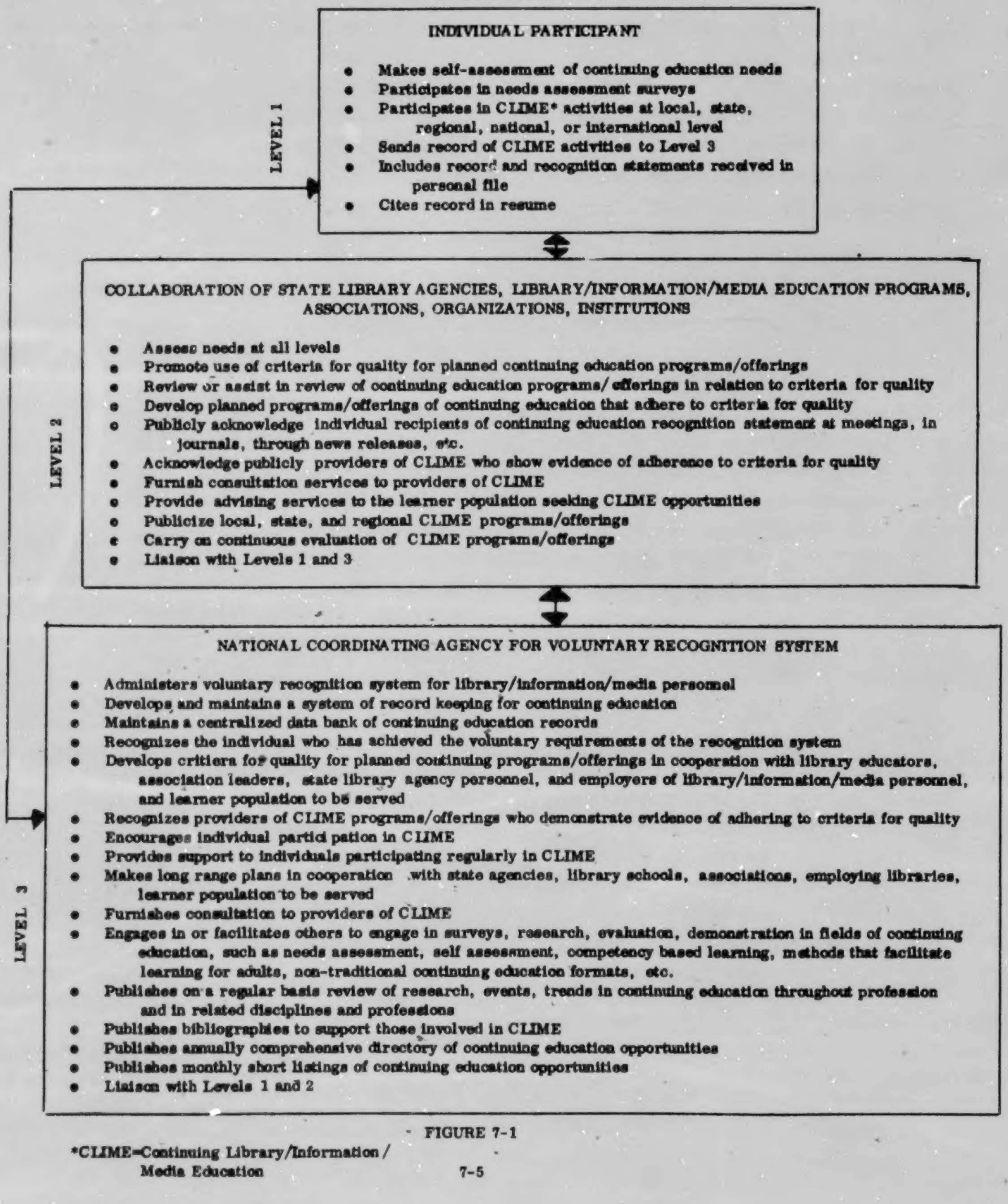
The decision about specific requirements in terms of time spent relative to these categories could be the perogative of each state, or professional association . It is hoped, however, that the recommendation of those responsible for the implementation process relative to: (1) number of contact hours, or recognition points, for various categories of activities, and (2) the number of years for which recognition is given, could be agreed upon by all choosing to participate in the recognition system. Uniform policies and procedures in this area would make the total system more understandable to the field and would tend to encourage wider participation by individual practitioners.

STRATEGIC ISSUE 2: COOPERATION AND COORDINATION OF ROLES AND FUNCTIONS

If the voluntary recognition system is to function effectively, the need for recognition of individuals participating in continuing education should be met through cooperative effort by all relevant institutions and organizations. This is easily said, but difficult to work out in reality.

A possible suggested pattern is presented in Figure 7-1 which shows a three level division of responsibility: the individual participant in the recognition system; the partnership of organizations working at the state and regional level; and a nationally oriented body, such as CLENE, coordinating and supporting the overall effort. For each level specific roles and functions are suggested.

SCHEMATIC OF VOLUNTARY RECOGNITION SYSTEM FOR CONTINUING EDUCATION OF LIBRARY/ MEDIA/INFORMATION PERSONNEL



INDIVIDUAL PARTICIPANT

- Makes self-assessment of continuing education needs
- Participates in needs assessment surveys
- Participates in CLIME* activities at local, state, regional, national, or international level
- Sends record of CLIME activities to Level 3
- Includes record and recognition statements received in personal file
- Cites record in resume

COLLABORATION OF STATE LIBRARY AGENCIES, LIBRARY/INFORMATION/MEDIA EDUCATION PROGRAMS, ASSOCIATIONS, ORGANIZATIONS, INSTITUTIONS

- Assess needs at all levels
- Promote use of criteria for quality for planned continuing education programs/offerings
- Review or assist in review of continuing education programs/offerings in relation to criteria for quality
- Develop planned programs/offerings of continuing education that adhere to criteria for quality
- Publicly acknowledge individual recipients of continuing education recognition statement at meetings, in journals, through news releases, etc.
- Acknowledge publicly providers of CLIME who show evidence of adherence to criteria for quality
- Furnish consultation services to providers of CLIME
- Provide advising services to the learner population seeking CLIME opportunities
- Publicize local, state, and regional CLIME programs/offerings
- Carry on continuous evaluation of CLIME programs/offerings
- Liaison with Levels 1 and 3

NATIONAL COORDINATING AGENCY FOR VOLUNTARY RECOGNITION SYSTEM

- Administers voluntary recognition system for library/information/media personnel
- Develops and maintains a system of record keeping for continuing education
- Maintains a centralized data bank of continuing education records
- Recognizes the individual who has achieved the voluntary requirements of the recognition system
- Develops critiera for quality for planned continuing programs/offerings in cooperation with library educators, association leaders, state library agency personnel, and employers of library/information/media personnel, and learner population to be served
- Recognizes providers of CLIME programs/offerings who demonstrate evidence of adhering to criteria for quality
- Encourages individual participation in CLIME
- Provides support to individuals participating regularly in CLIME
- Makes long range plans in cooperation with state agencies, library schools, associations, employing libraries, learner population to be served
- Furnishes consultation to providers of CLIME
- Engages in or facilitates others to engage in surveys, research, evaluation, demonstration in fields of continuing education, such as needs assessment, self assessment, competency based learning, methods that facilitate learning for adults, non-traditional continuing education formats, etc.
- Publishes on a regular basis review of research, events, trends in continuing education throughout profession and in related disciplines and professions
- Publishes bibliographies to support those involved in CLIME
- Publishes annually comprehensive directory of continuing education opportunities
- Publishes monthly short listings of continuing education opportunities
- Liaison with Levels 1 and 2

FIGURE 7-1

*CLIME=Continuing Library/Information/
Media Education

The Individual Participant: Level 1

The individual participant identifies his/her needs through self-assessment activities. Available to help each individual decide on what opportunities best meet his/her needs, Level 2 provides advising services and announcements about local, state, and regional continuing education opportunities. At Level 3 an annual directory of continuing education opportunities and a monthly listing of available activities (Continuing Education Communicator) are available.

The State/Regional Partnership of Relevant Organizations: Level 2

How Can a Voluntary Recognition System Be Developed at the State Level?

A possible mechanism for developing a recognition program at the state level could be a committee with responsibility for the development of such a program appointed under the auspices of the state library agency or a statewide professional association. In those states where a recognition plan is already in effect, it is suggested that the plan be reviewed and any necessary changes be made at the state level to assure compatability with the model system (as it may be finally accepted) in order to facilitate transferability of records and assure quality in continuing education activities.

Suggested CLIME Committee Composition at the State Level

While the composition of a Continuing Library/Information/Media Education (CLIME) Recognition Committee will vary from state to state, the committee should consist of people with varied skills and interests to help insure maximum use of the program. Consideration should be given to such factors as geographic and rural/urban representation, institution size, etc. Experts from fields other than the library/information/media community should serve as advisors or consultants.

1. Type of persons to be considered for a CLIME Recognition Committee at the state level should include, but not be limited to, persons involved in the following:

   - Continuing education programs in universities, colleges, community colleges
   - Continuing education programs of library/information media associations

- Staff development/in-service education (libraries, information centers, media centers)
- Library, information, media education (graduate level)
- State Library Agency
- Adult education
- Governing boards of libraries
- Library/information/media practitioners from all kinds of libraries--academic, public, school, special (including government), information centers
- Users of services provided by library/information/media personnel
- Potential users of services

2. Type of advisors or consultants to be considered for the CLIME Recognition Committee at the state level might include:

   - A library/information/media student
   - A community representative knowledgeable about library/information/media services
   - A practitioner who is working half-time
   - An inactive professional who plans to return to work
   - A person knowledgeable about adult education
   - A person knowledgeable about educational technology
   - Employers of library/information/media personnel
   - Representatives of other professions which have continuing education recognition systems

Suggested Functions of CLIME Recognition Committee

The functions of the committee for the development of a CLIME Recognition Program include, but would not be limited to:

1. Develop or review statewide plan for CLIME Recognition Program
2. Review standards and/or criteria that have been produced for CLIME activities at state and national levels
3. Devise and implement methods to obtain input about continuing education needs from the library/information/media community. A concerted effort should be made to involve all library/information/media personnel

4. Make presentations throughout the state on the purposes of a recognition system for CLIME, including, but not limited to:

   - Encourage, recognize, and support the acquisition of knowledge, skills and attitudes necessary to maintain competence to deliver quality library and information and media service;
   - Record the participation of individuals in continuing education activities;
   - Recognize the individual's continuing education activities;
   - Assist in planning to meet identified needs in continuing education offerings;
   - Assist in providing a data base related to available continuing education programs and offerings at the national level

5. Develop or revise the state CLIME Recognition Program following as closely as possible the model system (as it may be modified and agreed upon), and taking into account the unique needs and resources of the state.

6. Develop and maintain liaison with other professional groups within the state which have viable continuing education recognition systems.

7. Liaison with national agency coordinating the CLIME Recognition system

Mechanisms for Implementing a State Continuing Education Recognition System

The organizational arrangements needed for implementation of continuing education recognition programs will vary from state to state. In some states the committee which developed the plan will continue with the implementation; in other states, another group may be assigned implementation responsibilities. The decision regarding the numbers and types of committees to use in implementation will take into account the financial resources and cost of committee meetings, the expected number of programs and/or offerings seeking approval, the expected number of persons seeking continuing education recognition, and the number of interests or concerns that warrant inclusion.

The following are possible mechanisms for implementing a state CLIME recognition system.

1. Approval of single offerings and/or total continuing education programs

   Some states now have approval systems established for programs. The suggestion here is that for quality control states may wish to develop steps to approve single continuing education offerings, as in the case of all those offerings for which CEU is given. For each offering reviewed, certain criteria or standards should be developed, designed to enhance the educational quality of the offering.

   In some cases educational institutions or professional associations may seek approval of their total programs. Guidelines should also be developed for this type of review procedure. These guidelines would include both organizational and program criteria.

2. Publication of approved offerings and programs

   In states which have a system for approving offerings and programs, a method should be devised to disseminate the information about approved offerings of statewide interest. Notice of approved programs should also be sent to the national coordinating body for listing in the annual and monthly listings of continuing education opportunities.

   Publication of approved offerings helps the continuing education consumer select quality offerings, encourages the sponsoring agencies to seek prior approval, serves as an open record of approved offerings, provides examples of approved activities, identifies gaps and duplications in offerings, provides research data on methods of instruction, learning objectives, use of non-traditional learning methods, etc.

3. Recognizing individuals who receive recognition for Continuing Education Certificates.

   If recognition is given in writing at the national level when the individual has achieved the required number of contact hours, at the state and regional levels recipients should be acknowledged in a variety of ways, such as at association meetings, in professional journals, in news releases, etc.

4. Record Keeping

The individual practitioner, the institutions or agencies offering programs, the state, the central coordinating agency each have a role in keeping records. This topic is discussed later in this chapter under the heading "Record Keeping: The Information System."

5. The Financial Support System

At both state and national levels, a sound financial basis is important. Two budgets need to be projected: a budget to begin the program and a budget to maintain the program.

6. Evaluation of the Continuing Education System at the State Level

Ongoing evaluation of the program is necessary for continuing improvement and should be planned from the beginning of the program. Although evaluation techniques have not yet been developed to indicate accurately whether the quality of service to users is substantially improved through continuing education activities, certain factors can give some indication of areas where improvement is needed. The following are examples of such indicators:

- Participation by practitioners

  Are practitioners participating in the CLIME recognition system from all geographic parts of the state, from all types of libraries and information and media centers? Is the number of participants growing?

- Transferability of records

  If records are kept at the state level, are they compatible with records kept in other states? Are practitioners having trouble in transferring records to the national data base or to other states?

- Participation by sponsors

  Do sponsors of continuing education programs apply to have their programs approved? What reasons are given for not applying? What percentage of programs are approved of those that apply? Is there an increase or decrease in number of sponsors?

- Effect on continuing education

  Is there an increase or decrease in continuing education offerings in all the geographic areas of the state?

- Effect on quality of continuing education

  Is there an increase or decrease on the number of approvals or disapprovals of programs submitted? Which criteria or standards are consistently not met?

7. Provision of certain support services for those participating in the system

   There are a number of support services, such as the opportunity to talk to a mentor or resource person about possibilities available, that should be available to the individual within the state. This discussion is dealt with in greater detail in the section entitled "Strategic Issue 5: Providing Supporting Services."

The National Coordinating Agency: Level 3

At the national level there are also certain roles and functions that need to be carried out. The functions apply to any group that might assume the leadership role at the national level.

These functions include, but are not limited to:

1. Assist states and regions in determining their strategy for assuring participation in quality continuing education and in developing procedures to be compatible with the national system in recognizing those who participate in continuing education.

2. Develop criteria for continuing education programs with concerned groups.

   This function would be carried out in cooperation with qualified leaders from relevant and concerned groups, selected from across the profession at large and would include specialists in adult education, educational technology, state agency representatives, etc.

3. Maintain a central data bank of continuing education records.

4. Review the evidence of individual continuing education participation to determine whether the requirements are met.

5. Send recognition in writing when the individual has achieved the required number of contact hours.

6. Make long range plans in cooperation with state agencies, library schools, professional associations, employing libraries, individual participants relative to the compatability of the system, and other components of the system.

7. Facilitate and carries out surveys, evaluation and research in the area of continuing library/information/media education.

8. Make future projections of changes in service patterns and anticipates the type of continuing education needed to prepare for change.

9. Provide support services by providing annual directory of continuing education opportunities and monthly listing of activities.

10. Provide consultant services to states and other relevant groups regarding participation and development of recognition system.

Under the heading of role and functions of three levels of a recognition system, we have tried to indicate some of the mechanisms that need to be considered at the three levels: individual, state and/or regional, and national. The Implementation Recognition Committee should also examine the roles and functions of library education programs and library/information/media associations within Issue 2.

Next we pick out some of these components to look at from a total systems point of view.

STRATEGIC ISSUE 3: CRITERIA FOR QUALITY OF CONTINUING EDUCATION PROGRAMS

A major theme running all the way through the study was the emphasis that participants put on some means of quality control of the opportunities offered. In the preceding section it was postulated that continuing education programs and activities might be approved at the state level, but that the development of standards would originate at the national level and involve representatives from all relevant groups.

When discussing standards and criteria for continuing education programs it needs to be made clear during the implementation process that there are two types of approval for continuing education offerings: (1) approval of individual continuing education offerings and (2) approval of a total continuing education program of an organization, association, or institution.

Minimum Criteria of Excellence for Individual Continuing Education Offerings

The examples of criteria for individual continuing education offerings suggested here are merely suggestive of the type of criteria that might be developed by those assigned that responsibility in the development and implementation of a recognition system. Also it should be noted that additional suggestions relative to criteria for planned programs are to be found in the model itself, as presented in Chapter 6.

Suggested criteria designed to enhance the educational quality of single continuing education offering include, but are not limited to:

- The offering is relevant to the educational needs of the learner and to the services provided the public;
- The needs of the learner population for whom the offering is designed have been carefully considered in planning the offering;
- Persons who are knowledgeable in the content area are involved in planning and conducting the educational offering;
- Learning objectives are stated and used as a basis for determining content, learning experiences and evaluation;
- The objectives describe the expected outcomes for the learner and can be evaluated;
- Learning experiences and teaching methods are appropriate to achieve the objectives;
- Principles and concepts of adult education are used in the proposed learning strategies;
- Time alloted for each activity is sufficient for the learner to meet the objectives;
- The sponsoring organization ensures appropriate facilities and resources to implement the educational offering;
- Provision is made to maintain records in a systematic manner.

Minimum Criteria of Excellence for Total Continuing Education Programs

Many recognition systems in other professions also design standards for approving the total continuing education programs of organizations, institutions, and associations. In other words, approval would be in the nature of a statement that the institution is qualified to present continuing education courses rather than stating that each individual offering meets certain minimum standards of excellence.

If this type of approval should also be provided for within a CLIME recognition system, distinct standards or criteria would need to be designed. Major subjects covered should be: goals and objectives, administration, faculty, budget, curriculum, physical facilities, educational methods used, methods of evaluation, and recognition given.

This type of standard would include both organizational criteria and program criteria. A few examples will give an indication of the nature of the type of items that would be considered for inclusion in this type of standard for a total continuing education program.

1. Examples of organizational criteria for total continuing education program approval designed to enhance educational quality:

    - Provision for a separate and identifiable unit which accepts responsibility for the conduct and quality of continuing education offerings;
    - Evidence of adequate budget and resources allocated for initiating and improving CLIME activities and provision for an identifiable budget for the unit which operates the continuing education program;
    - Evidence that the sponsoring organization is using a significant portion of its resources for its continuing education program;
    - Evidence of promotion and advertising of CLIME activities in a responsible fashion, clearly indicating in promotional material the educational objectives of the activity; the nature of the audience that may best benefit from the activity; the schedule of the activity; the cost and items covered by the cost; the amount and kind of credit that may be earned; and the credentials of the faculty.

- Provision of a system for continuously recording information on specific offerings and continuing education activities of individual students;
- Evidence of an identified method for obtaining "input" or advice from both:
  - --The consumers of library/information/media services; and
  - --The consumers of the continuing education services.

  (Examples include advisory committees, task forces, and surveys).

2. Examples of program criteria for total continuing education programs designed to enhance educational quality:

   - Assessment of learning needs of the learner population
   - Design of learning activities to satisfy identified educational needs of the learner population
   - Input from members of the intended audience and from individuals with expertise in the content area
   - Inclusion of statement of measurable educational goals and/or behavioral objectives
   - Scheduling of continuing education offerings which gives consideration to time, pace, and location of activities that best serve the learner population
   - Evaluation of individual courses and learning outcomes
   - Collaboration with other related disciplines in planning and developing continuing education offerings.

Voluntary Participation

The Project Staff emphasizes that if an "approval of total program approach" is sought by providers, its strong recommendation is that participation by organizations be voluntary. The only way in which such a program would receive formal notice of approval would be through some type of listing by the Level 3 national coordinating recognition system agency.

The Project Staff suggests as an interim measure the publication of a guide regarding objectives and basic concepts of continuing library/information/media programs, including recommended organizational and program criteria for CLIME programs. This might be in two documents with titles such as "Criteria for Quality CLIME Programs" and "Policy and Procedures for Recognition of Providers of CLIME Programs." This guide of essential concepts would be distributed to organizations interested in establishing continuing education programs according to recommended procedures. The essentials covered would be in the areas of: goals and objectives, administration, faculty, budget, curriculum, physical facilities, educational methods used, methods of evaluation, recognition given, and definitions. The type of content suggested for inclusion in such a document is presented in Appendix D, and is entitled "Some Guidelines for Planning Continuing Education Opportunities."

In summary, although it seems only logical that this now separable segment of library/information/media education be subject at some time in the future to the same system of appraisal and evaluation which has been developed in chronologically successive periods for the Master's Programs in library/information/media education, and that eventually some form of accreditation procedures may be necessary in this field, accreditation of continuing education programs is not recommended by the study team at this time. What is recommended now is consideration by those responsible for implementation of CLIME recognition system of guidelines for planning and developing continuing education programs including suggested criteria for enhancing the quality of continuing education programs. This guide would be used by all interested in having their programs surveyed and approved for designation in the annual list of continuing education opportunities for library/information/media personnel.

STRATEGIC ISSUE 4: RECORD KEEPING--THE INFORMATION SYSTEM OF THE RECOGNITION PROGRAM

Today there is a wide difference in conception and terminology in the keeping of continuing education records by providers of continuing education programs. The lack of continuously available, reliable data is not only a handicap to the individual participant in continuing education programs, but it is also a positive barrier to effective planning. An important element of an effective recognition system is the routinization of the collection of data.

There has been until recently a particular lack of information about the non-credit adult student. The expanded use of the Continuing Education Unit (CEU) can provide help on this point. Because of the information it requires about each student, the CEU provides a way to gather statistical information on participants in continuing education. The record keeping component of a recognition system furthers this ability for library/information/media personnel.

Contact Hours the Unit of Measure

The suggested model recommends that the record keeping system provide both for the use of the CEU and academic credit and that for certain types of activities which yield neither of these units of measure credit be translated into contact hours. Thus the system would use the contact hour as the unit of measurement for each offering. All types of units would be interpreted in terms of a "contact hour" participation basis. An equivalency table for transforming other units of measure into contact hours is suggested in the model.

The Project Staff wants to underscore the statement made earlier in the report that as techniques of education and evaluation improve it is recommended that emphasis be placed on the improvement of the services of library/information/media personnel resulting from education and learning experiences as a basis of the Recognition Certificate, instead of the amount of time devoted to continuing education. At the present time, however, there is no such measure of competency to fulfill roles and provide quality service; therefore, time spent in continuing education efforts is the only feasible uniform measure.

A centralized record keeping system as a part of a CLIME recognition system has many advantages, but it will be costly. Therefore those responsible for implementation may wish to consider the possibility of a centralized data bank as a second phase in the development of a recognition system. The first phase would be the development of the stage of the system in which the individual practitioner keeps account on forms provided of his/her activities. When the educational requirements for a certificate are completed, the record is sent to the central coordinating agency and a written statement of recognition is sent to the individual.

However, as the development of a record keeping system without snares is a timely one and even though it might not be implemented in a manual or computerized manner for some time, work could start on the development of the details of the system to be used. One important criterion for the system would be the development of a manual system that could be transformed into a computerized system without change in format and procedures for collecting data. There are a number of systems now in existence which might serve as examples, such as those at the University of Missouri, the University of West Virginia, and Michigan State University.

Record Keeping Roles

The design of the specific information that should be kept by each element in the system is a matter for careful and detailed study.
It should be noted here that there are four
groups for whom record keeping roles need to be worked out for an effective recognition system:

- The individual participants in the recognition system;
- The institutions/organizations/associations offering the continuing education activity;
- The State Library Agency; and
- The centralized data bank of the coordinating national agency for the recognition system.

These records on the Continuing Education Unit (CEU) at the University of Missouri consist of: an activity record for each program offered; a CEU Registration Roster for each participant; a class list; a certificate of completion form for the CEU program; and an official transcript (not included in the Appendix samples).

The Project Staff wishes to emphasize that even though it may not be financially feasible to institute a centralized data base of continuing information for participants in the first phase of the development of the system, that it is an extremely important element to provide for the profession as well as the individual as soon as financing can be obtained. This is demonstrated by the objectives of the system.

Centralized Data Bank System Objectives

The primary objective of the CLIME recognition record keeping system is to provide services to the library/information/media personnel who participate in continuing education activities.

- It would provide records of participation in continuing education activities to students, and others they may designate such as employers, through a standard system of recording, storage and retrieval.
- It would permit accumulation, updating, and transfer of continuing education records of an individual from institution to institution.
- It would expedite record keeping for practitioners who move from state to state, are in the Federal service, or whose continuing education may be in different states.
- It would provide summary records of participation in continuing education programs.
- It would provide a mechanism for recording participants' participation in continuing education offerings of local, state, regional, national, and international associations.
- It would facilitate surveys, evaluation, and research in continuing education. For example, it would be possible to show how various geographical areas of the country are served; it would provide a profile of the characteristics of library/information/media personnel who participate in continuing education; it would provide information on gaps in program offerings.

and, if an approval system for programs were adopted

- It would provide a listing of approved continuing education offerings throughout the nation.

- It would facilitate the listing of those organizations/institutions/associations recognized for meeting the criteria for quality in their continuing education programs.

In addition to these objectives, several implications seem inherent in the implementation of a centralized data base of continuing education information supporting a recognition system. Such a system may be expected: (1). to lead toward the development of ongoing and meaningful relationships with participants involved in continuing education programs; (2) to encourage the practitioner to utilize many continuing education resources; (3) to encourage the development of longer term sequential non-traditional education experiences; (4) to provide basic operational, research and management data; and, most importantly, (5) to lead to improved library/information/media service for the public.

STRATEGIC ISSUE 5: PROVISION OF SUPPORTING SERVICES

Studies such as the Third Century: Postsecondary Planning for the Non-Traditional Learner have found that one of the major problems adults face in continuing education efforts is the need for helpful one-to-one discussion, counselling, assessment of previous learning and future potential, goal definition, and other similar services prior to and after entry into a continuing education program. "Non-traditional students entering non-traditional programs need extraordinary assistance."[1]

Chapter 4 mentioned this type of need as expressed by participants in the study. Provision of support services could make the difference between an individual participating in a single course in a prefunctory manner and participating in activities in a continuing manner with sustained enthusiasm. As supporting services are the type of components in the system that are apt to be overlooked unless specific attention is focused upon them, they are discussed here as a strategic issue for consideration . Often overlooked sources of support for the nontraditional learner are work-study and exchange programs, usually designed for the graduate student. Many programs of this type can be reconceived and redesigned to suit the circumstances of working adults and to maximize opportunities for the acknowledgement of previous learning and accomplishment.

In addition to advising, record keeping and supplying information about programs, mentioned earlier in this Chapter at Levels 2 and 3, other support services that could be incorporated into the system and should be given consideration include:

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[1] Hamilton, op. cit., p. 23.

- Development of self-assessment instruments, workshops, and competency tests;
- Preparation of questions for use at the state level determine the continuing education needs of library/information/media personnel. The nationally analyzed results would indicate the types of educational subject matter most in demand in different geographical areas, or in different types of service centers. The central coordinating agency could facilitate the development of innovative methods and ways to prepare learning resources that would be available to any person desiring a program, regardless of place or time.
- Establishment of a centralized depository of catalogs of information on national programs of library/information/media associations, adult or continuing education in professional associations in other professions, academic institutions to answer more detailed questions than can be answered by reference to an annual directory or monthly calendar of continuing education offerings.
- Publication of a Journal of Continuing Education which would serve to broaden the continuing education perspective of practitioners. It could be developed in cooperation with the continuing education committees of cooperating library/information/media education committees. It would be a place where research on continuing education could be reported, innovative developments in delivery of continuing education in all professions could be described, and could serve as a medium for articles to supplement a practitioner's continuing education program.
- Development of future projections of changes in service patterns (based on research) in order to anticipate the type of continuing education needed to prepare for change. This should be followed by the design of innovative ways by which training for changes could be delivered to all those who wish to learn.
- Acceptance of an advocacy role to promote sources of financial aid for part-time learners on the part of employers, library/information/media education programs, and professional associations. The establishment of continuing

education funds by employee associations could also be promoted. Other sources include outright student assistance provisions by state and municipal authorities, philanthropic foundations, women's groups, civic organizations. Educational institutions themselves would make substantial contributions to this effort by removing self-restrictive provisions of loan and scholarship funds, and giving the part-time student an equal chance to receive aid, tuition remission in certain circumstances, and loans.

In summary, the coordinating agency for a recognition system at the national level should take an advocate's role on behalf of participants in the program, urging institutions to remove unnecessary barriers, devise useful and appropriate programs responsive to their continuing education needs, provide counselling and program information sources and help find sufficient financial support to enable all working in and with libraries/information/media centers to participate in continuing education activities.

STRATEGIC ISSUE 6: FINANCIAL SUPPORT SYSTEM

In order to measure the long-term viability of the program, a sound financial base is essential.

It is suggested that three budgets be projected:

- A budget to begin the program--Phase I

  This would be at the level of providing forms to participants which are filled in by them listing their activities and sent to the central national agency for validation and issuance of Recognition Statement.

- A budget to implement centralized record keeping system --Phase II

  This would be at the level of building a systematic manual recording system in such a manner that it could be transformed without changes in basic formats to computerized system. A budget would also be projected for computerization of the centralized data base.

- A budget to maintain the program

  In projecting a maintenance budget, consideration should be given to the expectation that increasing numbers of library/information/media personnel will be involved in continuing education.

1. Developing a realistic budget includes consideration of:

   - Professional and clerical staff
   - Equipment and maintenance
   - Record keeping including updating and transcripts
   - Publicity
   - Supplies and postage
   - Duplicating forms, reports, etc.
   - Telephone
   - Space rental
   - Design of,or adaptation of already existing computer program , computer time, and rental of equipment
   - Travel and per diem for assembling advisory groups and consultants
   - Publications
     --Instruction Booklet
     --Information Booklet
   - Research and/or evaluation

2. Any or all of the following could be used as methods of financing:

   - Participant fees
     --For those only in the Recognition Statement phase of the program
     --For those only in the centralized data bank phase of the program
     --For those in both phases of the program
   - Grants
   - Publications
   - Sponsor/provider fee for process which leads to Provider Recognition

What is to be learned from these lists? Several things.

First, the development of a comprehensive recognition system is very likely to require a considerable commitment of dollar, personnel, and time resources.

Second, it would be possible to develop the system in two phases. The first phase would take a much smaller amount of resources than the second. The phase that could start with the smallest amount of funding would rely on the individual participants to keep their own continuing education records. These would be sent in to the central agency for verification and issuance of a written statement of recognition would be sent the participant.

Third, work could start on the design of a system for a centralized data base of record keeping and a careful cost analysis could be made of how much it would be to begin the program and how much it would cost to maintain it. Funding could then be sought.

Fourth, rough estimates of the cost of implementing a centralized data base for record keeping indicate that start-up funding would probably have to come from the government or private foundations.

Fifth, once the central data base was established, fees for the use of the service could probably pay for the maintenance operation after the first one to three years.

STRATEGIC ISSUE 7: DISSEMINATION OF INFORMATION ABOUT THE RECOGNITION SYSTEM

Planning alone is insufficient to bring about an effective recognition system. A great deal of attention must be given to strategies and tactics for implementation and operation of any new system, program, or service involving change. Because there is a natural resistance to change in all areas, the U.S. Office of Education is filled with interesting, imaginative proposals and studies which led nowhere. In an environment of scarce resources, astute developmental leadership is essential. Leadership is needed which understands how innovations (the word "innovation" is used here in such a way as to denote an individual or group perception of something being new, regardless of its objective newness) are transformed into acceptable practice.

The Project Team believes that those responsible for the implementation of the recognition system should establish a conceptual framework upon which to build their presentation of the system to the profession. A conceptual framework is important because there is no known definitive description of how to encourage the acceptance of this new system which involves changes in the present continuing education procedures in the profession. Helpful concepts, however, can be discovered in recent research in the field of knowledge utilization theory, which deals with the diffusion of knowledge (innovations) and adoption.

A few key concepts from the research in knowledge utilization theory are summarized here as they provide a rationale for the manner in which the dissemination plan for information about the recognition system is presented.

Havelock[1] argues that the knowledge utilization processes:

- Require a close geographic proximity between the sender and the receiver;
- Are given greater probability of success when there is an opportunity for face-to-face (two-way) communications;
- Require viable interpersonal (inter-group) linkages to smooth the flow of information between the sender and the receiver;

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[1] Ronald G. Havelock, 'Planning for Innovation Through Dissemination and Utilization of Knowledge," A Paper Prepared for the Annual Meeting of the Association of American Library Schools (Washington, D.C.: AALS, 1977).

- Require openness between sender and the receiver;
- Require both sender and receiver to perceive the message to be relevant.

These general guidelines suggest the need for close working relationships between and among all the relevant groups concerned with continuing education. Furthermore these suggestions are consistent with the ideas of the participants in the study, who emphasized that there should be as many people involved as possible in review of the plan, that all levels of library personnel should be involved, and that the system should strive in every way possible to give individiduals the feeling that their needs are of concern to the system and are taken into account in the planning and implementation of a recognition system. Thus, the project recommends that in every way possible individuals should be given the feeling that their needs are of concern to the system and are taken into account in the planning and implementation of a recognition system.

The ideas of Everett M. Rogers, as presented in Communication of Innovations, A Cross-Cultural Approach,[1] are also particularly relevant, as he has identified in his research five attributes new ideas and programs (innovations) must have if they are to be adopted and used.

Rogers build a simple model to help describe the innovation-decision process. The major elements (stages) include knowledge, persuasion, decision, and confirmation. Rogers argues that communication is a critical element in the innovation-decision process because new ideas are simultaneously fragile and risky.[2] Time is a critical element, also. He discusses five attributes of innovations:

- RELATIVE ADVANTAGE is the degree to which an innovation is perceived as being better than the idea it supersedes.[3]

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[1] Everett M. Rogers and F. Floyd Shoemaker, Communication of Innovations, A Cross-Cultural Approach (New York: The Free Press, 1971), p. 103.

[2] Ibid., p. 39.

[3] Ibid., pp. 24-25.

- COMPATABILITY is the degree to which an innovation is perceived as consistent with existing values, past experiences, and the needs of the receivers.[1]

- COMPLEXITY is the degree to which an innovation is perceived as relatively difficult to understand and use.[2]

- TRIALABILITY is the degree to which an innovation may be experimented with on a limited basis.[3]

- OBSERVABILITY is the degree to which the results of an innovation are visible to others.[4]

It seems obvious that all of these characteristics have relevance to the initiation of a recognition system to the profession and should be given consideration. The main issue of the study--that a recognition system would have advantages over the existing state of affairs in continuing education--is directly related to the first attribute listed. But the key word to emphasize in examining these characteristics is the word _perceived_. Is it perceived by those for whom it is designed as more advantageous and compatible with needs of receivers ? It is recommended that the trialability attribute be demonstrated by starting the system on a pilot basis. The final observable test, of course, will be how many people both participate in the recognition system and even more significant, the increase in the number who participate in continuing education activities.

Rogers'[5] concepts about the utilization of knowledge process place primary emphasis for use on the receiver group. He identifies helpfully four basic stages in the process leading to the use of knowledge or innovation:

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[1] _Ibid._, p. 139.

[2] _Ibid._, p. 145.

[3] _Ibid._, p. 154.

[4] _Ibid._, p. 155.

[5] _Ibid._, p. 103.

- The first stage is to become exposed to the existence of new knowledge or innovation and become aware of how it operates.
- The second stage is to become interested in it and form a favorable attitude toward it.
- The third stage is to engage in activities leading to a decision to accept or reject it.
- The fourth stage is to receive reinforcement for the decision to use it.

Both Rogers and Havelock clearly demonstrate a need for a planned balance between mass media (one-way) communications and interpersonal (two-way) communications. Thus, it appears reasonable to recommend that the group planning the implementation of a recognition system should work to encourage awareness, interest, evaluation, and adoption by using both mass media and interpersonal communication channels.

RESPONSIBILITY FOR CARRYING OUT THE STAGES OF IMPLEMENTATION

INTRODUCTION

If a voluntary recognition system is to be established for the profession, many segments of the library/information/media community will have to take an active part in the planning and implementation of those aspects of the program they perceive as important to them.

We realize that all the specifications in the proposed model of a recognition system will not satisfy all groups that hopefully will be involved and that modifications will be made. We do hope, however, that many of the ideas we have stressed and the data we have compiled and presented can be integrated successfully into a comprehensive system that will encourage all the nontraditional as well as the traditional learners, who want to improve their competence in order to provide quality service to the public, to participate regularly in continuing education activities.

A few suggestions for the implementation of a voluntary recognition system for the various segments of the profession are now listed for consideration. These are not all inclusive, but indicate the kinds of actions and decisions that seem warranted based on the research that has been done.

SUGGESTED ROLE FOR THE CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE (CLENE)

By way of background to this section it needs to be stated that CLENE is the only library/information/media association which has continuing education as its single mission and includes representation of all segments of the profession--state library agencies, state/regional/national associations, library schools, national libraries, employing libraries, and individual practitioners. Inasmuch as CLENE was the organization that the majority of those participating in the study suggested as a logical agency to provide the structure and guidelines for a model recognition system to present to the profession, we recommend that it take a leadership role in presenting a recognition system to the profession and in developing an implementation plan. This would involve actions such as the following:

1. Acceptance by the CLENE Board of Directors of the responsibility for presenting a voluntary recognition system to the profession for discussion and implementation based on its study of the recommendations and the model presented in this report.

2. Appoint a Task Force to study this report in detail and report back to the Board its recommendations as to the best manner for carrying out the implementation process

3. Presentation of recommendations of the Task Force to the CLENE Board of Directors should include, but not be limited to:

    --Modifications suggested in the model presented in this report based on study and analysis of the report;
    --Steps recommended for implementation of a recognition system

--Methods of financing:

- The implementation process (travel funds for advisory groups, printing, etc.)
- Initiation of the recognition system
- Maintenance of the system

4. Decision by the CLENE Board of Directors on recommendations made by the Recognition Task Force.

5. Presentation at January, 1978, CLENE Assembly of the model by the Recognition Task Force, including a written report on specifics of implementation process proposed.

6. Seek endorsement of the model by the CLENE membership.

7. Invite leaders of all concerned segments of the profession to attend a National Conclave for consideration, modification, endorsement, and implementation of a Voluntary CLIME Recognition System. At this meeting it would be emphasized that the model is ongoing and growing process with modifications which will enhance the system. The process involves continuing checking of the model to be sure that it is relevant to the needs of the people that it is designed to address.

   This meeting would include wide representation from the profession, such as: The National Commission on Libraries and Information Science, the state library agencies, state, regional, and national associations and cooperative groups; the Association of American Library Schools; the Association of Research Libraries; the National Libraries; administrators and representatives of various levels of different types of libraries; library education program representatives; the Council of Library Technicians, the national library press, etc. Invitations should also be extended to some representatives from groups in related fields and interests, such as adult and continuing education. Representatives from the U. S. Office of Education, the Education Commission of the States, the Postsecondary Fund should also be invited. These last two categories would be invited to attend, but without a vote in decisions that were made.

   It is suggested that the invitation state that each official delegate have liaison responsibility with the group represented, but speaks and acts from a personal perspective in any decisions taken at the meeting.

Delegates from the various groups would be sent a copy of the proposed recognition plan in advance to study and discuss with groups they represent before the conclave meets. At the assembly, workshop or think-tank sessions would be set up to consider how the recognition system might best be presented to the profession.

8. Design activity plan to disseminate information about the recognition system. One of the chief functions of the National Conclave on a Recognition System would be to get all attendees involved in designing and carrying out an implementation plan. The CLENE Board of Directors, Advisory Committee and membership should be actively involved in the dissemination plan. It is suggested that the plans for the implementation of the recognition system be based on the recent findings in the area of utilization of knowledge and innovations as discussed earlier in this chapter as "Strategic Issue 7." This means that plans for dissemination should include:

   - Programs balanced with respect to one way (mass media) and two way (interpersonal) communication channels;
   - Activities staged to encourage awareness, interest, evaluation, and adoption;
   - Programs tailored to several target audiences, such as key leaders in professional associations, administrative personnel, technical personnel, educators, state, agencies, etc.

Generally, there should be a shift from mass media (one way) channels to interpersonal (two way) channels as the dissemination plan moves from awareness toward adoption.

9. Designation of an Ad Hoc Advisory Committee on Continuing Library/Information/Media Education (CLIME)

   Immediately following the National Assembly on a Recognition System and based on recommendations made during the Assembly, an Advisory Committee on Continuing Library/Information/Media Education would be formed. Suggestions for consideration related to the Advisory Committee follow.

9.1 Composition of Committee: A group broadly representing users, providers, and experts from a cross section of the profession in library/information/media education, as well as recognized leaders in adult and continuing education from other disciplines.

9.2 Charge to Committee: In response to the expressed need of the profession for a mechanism to assure quality in continuing education activities, the Committee would be charged with developing a process to assure quality continuing education programs by establishing criteria for the providers of individual courses (including learning packages, home study programs, etc.) and total continuing education programs. It would also determine the manner in which these would be presented to providers. The Recognition of Providers would be voluntary in nature. Any appropriate institution or organization interested in recognition as a provider could seek approval of their courses or programs, separate from the approval of a single course or offering.

9.3 Rationale: A Provider Recognition process is in keeping with the current mood throughout the profession that until there is some reliable way to evaluate competency to perform roles, an immediate and economical method is needed to stimulate high quality continuing education program efforts while guarding against poorly planned and misrepresented continuing education offerings. Provider Recognition satisfies these requirements--it is realistic, feasible, and economically efficient.

The Provider Recognition process involves an initial and a continuing review of the provider's capabilities. Providers seeking recognition are measured against the Criteria for Quality as developed by the Advisory Committee and studied and reviewed by the profession at large. The Provider Recognition Process assures the users of continuing education programs, regulatory agencies, and the public of an acceptable level of quality. The Provider Recognition process also offers other benefits:

--Calls established criteria to the attention of the providers;
--Encourages periodic provider self-evaluation;
--Highlights the need for allocation of funds in developing expanding continuing education activities;
--Encourages diversity of approach and experimentation in CLIME approaches at the local level;
--Provides feedback of information to the providers about their programs.

8.4 Products Expected from Advisory Committee:

- Criteria for quality CLIME total programs and for individual courses and activities
- Policy and procedures for Recognition of Providers of CLIME programs

9.5 Content of Criteria for Quality Document: The continuing education provider will be called up to show evidence of adherence, or capacity to adhere to, criteria indicative of the ability to provide quality CLIME activities. There should be two types of criteria:

- Elements to be considered for total program of an organization/institution which would include but not be restricted to:

  --Administration and organization
  --Budget and resources
  --Teaching staff
  --Educational content development
  --Methods of delivery
  --Facilities
  --Evaluation (continuing)
    --Participant evaluation
    --Provider self evaluation

- Elements to be considered for individual course or activity offering

This would include packaged programs, home study courses, and other modes for the non-traditional or geographically isolated learner.

9.6 Content of Policy and Procedures Document for Recognition of Providers of CLIME activities and programs.

1. Statement on purpose of having a Recognition of Providers Process:

   - Advance the quality of continuing education, thereby advancing the quality of service to the public;
   - Establish the criteria and characteristics of Recognition of Providers of CLIME programs ;
   - Provide practitioners with a dependable basis for selecting continuing education experiences ;
   - Provide a basis for acceptance of uniform measurement of continuing education activities among the states;
   - Provide feedback of information to providers about their offerings, and encourage periodic self-evaluation, with a view towards continuing improvement, and strengthening of continuing education activities.

2. Inclusion of statements on criteria for quality, scope of the approval process for Recognition of Providers; granting Recognition to Providers; monitoring of quality, list of Recognized Providers; revision of criteria; handling of complaints, fees.

3. The document should also contain a statement on the manner in which Recognition of Providers could be carried out at the state level. Such steps at the state level might include:

   - Careful study by state CLIME Committee of the Criteria for Quality document which provides broad standards by which a program in any state might operate satisfactorily.

- Development of a list of institutions and organizations conducting CLIME programs within the state boundaries;
- Preparation of a list of individuals within the state known to be interested in planning or producing continuing education programs. Such individuals could be used in helping to implement means of identifying Recognition for Providers at the state level.
- Development at state level of a guidelines statement relative to Criteria for Quality document, as details of these individual programs might be reviewed might vary from state to state.
- Maintenance of records of planning efforts and modifications which occur from time to time.

9.7 Process for Development of Documents: Following the production of a number of drafts by the Advisory Committee, the document would undergo intense scrutiny by the profession by means of:

- Wide distribution of the documents throughout the profession, requesting reactions in writing to the Committee;
- Three or four open hearings in different sections of the country and/or at a number of different library/information/media association meetings, for purpose of receiving comments which would be recorded;
- Careful consideration by the Committee of all the comments gathered.

This deliberate and studied development process should insure input from all interested parties. However, it should be realized that the documents as eventually agreed upon are evolutionary in nature and the Criteria and Procedures cannot possess enduring value; continuing development and review is necessary. Therefore there should be an ongoing Advisory Committee on Continuing/Library/Information/Media Education with members serving staggered terms of two or three years.

Implementation of Criteria for Quality and Recognition for Providers of CLIME programs should probably take the form of a pilot program, testing out the theories and plans developed in the planning stages It is likely that modifications of the original plan will be necessary and that the pilot program may then successfully develop into a full and complete program.

10. Carry out Stage 1 of Dissemination of Information Plan (Proceeds concurrently with work of Ad Hoc Advisory Committee on CLIME)

The first dissemination stage should work to encourage widespread awareness of the purpose and nature of the recognition system. The primary communication channels for encouraging awareness are the mass media channels.

10.1 As soon as the National Recognition Conclave has reached a consensus on the specifics of the recognition system, prepare an Executive Summary and a Fact Sheet. In addition a brochure which features two action patterns should be printed:

- Recognition for the participants in continuing education activities
- Recognition for the providers of continuing education who meet criteria for quality of continuing education programs.

These items should be duplicated in sufficient quantities for immediate and widespread distribution.

10.2 Distribute extracts from the Executive Summary and Fact Sheet about the nature and objectives of the recognition system via news releases, mass mailings, and newsletters to the library and information science community at large and to publications in other disciplines concerned with or involved in recognition programs for participation in continuing education. State how a copy of the model of the proposed recognition system may be obtained.

10.3 Distribute the Executive Summary and Fact Sheet to key leaders of concerned groups involved in CLIME activities, such as: The Chief Officers of State Library Agencies (COSLA); state library associations; the Association of American Library Schools; regional and national associations; individual library schools; etc. Accompany the Executive Summary with a letter asking recipients to consider carefully what implementation of a recognition system for participants in continuing education and recognition for providers of continuing education programs would mean in terms of their own activities and programs. State how a copy of the proposed recognition system may be obtained.

10.4 Distribute the Executive Summary and Fact Sheet with a news article to the periodicals in library and information science and related fields.

10.5 Distribute the Executive Summary, the Fact Sheet, and Brochure to special groups such as a sampling of all types of libraries, members of the Staff Development Committee, Personnel Section, Library Administration Division of ALA, the Continuing Education Committee of the Association of American Library Schools, the Education Committee of the Special Libraries Association, the Education Committee of the American Society for Information Science, and all those who participated in the study--leaders of discussion groups, interviewees, etc.

With each mailing include information on how the recipient can obtain a copy of the proposed recognition system.

It is suggested that a self-addressed postcard opinionnaire be included in the mailing to the special groups on which questions such as the following might be asked:

- Do you endorse the overall concept of a Recognition System for participation in continuing education activities?

- Do you endorse the overall concept of Recognition for Providers of continuing education opportunities who meet criteria for quality in continuing education programs?

- Do you wish a copy of the proposed recognition system (indicate the manner in which it can be obtained)?

- Do you plan to have a meeting of your group to discuss the model for your group?

- Do you wish any materials or resource persons to help in this presentation?

11. Carry out Stage 2 of Dissemination of Information Plan

The second stage should work to encourage interest in the recognition system by distributing the model recognition system (with modifications that have been made up to this time) via direct mail on a demand basis. The document should be made available to those organizations and invididuals referred to in Stage 1 and 3. If any individual or group wants the full report, it should be made available at the costs related to reproduction, collating, binding and mailing. The important consideration in relation to Stage 2 is to have sufficient copies on hand so that they can be made available immediately as soon as requests are received.

12. Carry out Stage 3 of Dissemination of Information Plan

The third stage works toward the evaluation of the recognition system by encouraging groups to hold meetings to discuss the recognition system, leading to some type of statement regarding it as related to their constituency. A packet of resource materials (Executive Summary, Fact Sheet, Brochure, and any other items that seem pertinent at that time) should be sent to each group indicating a plan to hold a discussion of the recognition system.

It would be important to encourage each group holding a discussion to make a statement following the discussion indicating what implementation of the recognition system would mean to their constituency and whether they would endorse it and to what degree. The objective is to have each group discussing the system take some sort of action relative to it and report that action on a form sent out with the resource materials provided the group.

The groundwork has already been laid for such meetings. During the project 82 such discussion groups were held and materials should be sent to all these groups with an invitation to hold another meeting. It is important to keep alive the interest that has been generated during the project. The fact that interest is still high is apparent by the number of letters that have come to the project office asking about the progress on recognition systems.

13. Carry out Stage 4 of Dissemination of Information Plan

The fourth stage works to encourage the adoption (acceptance) of the concept of the recognition system as a viable entity, and willingness to participate in the system when it is formally initiated. The effectiveness of Stage 4 will depend to a high degree on the extent to which Stages 1, 2, and 3 have been implemented.

14. CARRY OUT PHASE I OF IMPLEMENTATION OF VOLUNTARY RECOGNITION SYSTEM

14.1 Ready the recognition system to respond to the demand; begin record keeping tasks, etc. at CLENE office. During the four stages of Dissemination of Information Plan, the process of gearing up the system for operation would be carried on concurrently in the CLENE office.

14.2 Make decision if the recognition system will be implemented first in form of a pilot program, testing the concepts and procedures developed up to this time. It is likely that modifications of the original plans will be necessary, but that the pilot program can lead to the development of a full and complete program.

If a pilot study is to be carried out, a number of alternatives will need to be considered:

- Who should constitute the pilot group?
  - --A single state?
  - --A regional group of states?
  - --A specified number of individuals who are the first to say they would like to participate?
  - --Members of some association that indicates an interest in being a part of the pilot study?

- Should the pilot phase:
  - --Be only for the granting of the Recognition Statement to individuals on the basis of the data that they submit for verification?
  - --Include the development of a manually operating centralized data base of the continuing education records of participants?
  - --Provide only for a manually operated centralized data base of continuing education records of participants?
  - --Include the development of an automated central data base?
  - --Include the Recognition of Providers of Continuing Education as a component of the system?

  Consideration should be given to the advisability of seeking special funding for the pilot study.

15. CARRY OUT PHASE II OF IMPLEMENTATION

If the system were initiated on a pilot basis, Phase 2 would signal the operation of the system to all who wished to volunteer to participate. The decision would need to be made as to what degree of completeness would be incorporated at this time--whether it should only incorporate those features carried out in the pilot phase, or if new features should be added.

SUMMING UP

We began this report with a quotation from one of the most influential leaders in adult and continuing education in our day. Since it emphasized the fact that continuing education can no longer be considered just a desirable thing to do, but that it is now a critical necessity for the individual, for the profession, and for society, we repeat it here:

> In my estimation, the grestest threat to civilization in the next century is not going to be war or pollution or disease. It's going to be the impending obsolescence of man, and particularly in the professional segments of society.
>
> --Malcolm Knowles, Keynote Address, CLENE Assembly, 1976

The development of a recognition system for those who work in and with libraries, information, and media centers that participate in continuing education is certainly not the total answer to the problem of obsolescence in our society. We feel, however, on the basis of this study, that recognition would stimulate more participation in continuing education by practitioners, and that it contains enough benefits over the present status of continuing education in the profession to warrant the time, energy, and money involved in establishing such a system. Furthermore, recognition by stimulating participation also means that recognized (and thus quality) programs will steadily become better.

It should be emphasized that the recognition proposed here, both for the individual practitioner and for the provider of continuing education, is a voluntary one based on the belief that compulsory education is not as effective as voluntary participation. Further, we advocate the position, based on reaction from the field, that preventative measures should be instituted to forstall it becoming mandatory.

The purpose of the proposed voluntary program is to provide recognition for the thousands of library/information/media personnel who regularly participate in continuing education. It will encourage practitioners to prevent obsolescence by keeping up-to-date and improving their knowledge and skills by continuing education. To the public, it will strengthen the position of those who work in libraries, information and media centers as leaders in this information age by focusing attention upon their concern in maintaining job competence. And, most important of all, it will be a major factor toward providing optimum library and information services for every resident in the United States.

ADDENDUM TO CHAPTER 7

When the Continuing Library Education Netowrk and Exchange (CLENE) Board of Directors met for the Fall meeting on October 6 and 7, 1977, they were provided with a copy of the sections of the Final Report of the Recognition and Home Study Project which dealt with findings relative to a voluntary recognition system for participation in continuing education activities, the conclusions and recommendations, and the suggested model (Chapters 4, 5, and 6 of the Report) to review.

The CLENE Board of Directors on October 7 took the following action:

> The Board of Directors of CLENE endorses the concept of a recognition system for continuing education at the national level. CLENE accepts a leadership role and moves to implement through the appointment of a working task force to assist in the development of techniques.

This action by the CLENE Board assures that this report and the suggested model will be widely distributed and that the issues raised in this project will be extended to a much wider audience than was originally envisioned.

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GLOSSARY OF TERMS

Accreditation--The process by which an authorized agency or organization evaulates and recognizes a program of study or an institution as meeting certain predetermined qualifications or standards.

Activity--An individual educational experience or program, such as a lecture, home-study course, workshop, seminar, symposium, etc.

Aids, Educational--Resources such as pamphlets, exhibits, annotated bibliographies, case histories, audiovisual materials and information briefs which assist in the learning process.

Audit--To attend a course (at a college or university) without completing necessary requirements for full formal credit.

Audiovisual--Instructional techniques employing materials and procedures not dependent solely on the printed word.

Adult College Parallel Courses--College parallel courses for part-time students usually offered in the evening or as extension courses apart from the traditional campus-based programs.

Career Supplementary Education--Education that includes part-time supplementary programs for employed adults to up-grade occupational skills and preparatory programs to prepare individuals for employment.

Case Study--A description of a real or simulated (hypothetical) situation. Through discussion, ideas are shared and participants define the key elements of the problem, principles to be following in solving it, and actions to be taken if confronted by such a situation. Case studies provide an opportunity for comparing assumptions, attitudes, and theories with other group members.

Certification--The process by which a nongovernmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by that agency or association.

Certifying Examination--A test instrument for measuring an individual's ability to meet a standard established by the certifying agency.

Clerk, Library--Clerical assignments as required by the individual library. Basic requirements: Business school or commercial courses, supplemented by in-serivce training or on-the-job experience.

Committee--A small group of persons appointed or elected to perform a task.

Competence--The ability to accomplish an essential performance characteristic, or role, in a satisfactory manner alone or with others in a work situation.

Conference--A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Consultant--A qualified individual who gives advice or services regarding matters in his/her area of specialized knowledge or training.

Contact Hour--A unit of measurement equivalent to 50 minutes of participation in an organized learning experience.

Continuing Education--Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Learning experiences designated as continuing education are those designed primarily to increase the competence of practitioners performing roles responsibly in the profession in order to provide: 1) quality library/media/information services to all residents of the nation; and 2) enrichment of library/media/information careers.

Continuing education implies a concept of life-long learning as a critical necessity in meeting challenges growing out of an era of highly accelerated change. It includes those learning opportunities utilized by individuals which:

1. keep them abreast of new concepts, knowledge, and skills both within the field and within related, relevant disciplines;
2. update their basic education;
3. refresh them in various aspects of their basic education;
4. prepare them for changes in personal career lines by providing opportunity for diversification to perform new roles within the profession;

5. enable them to master new conceptions of the profession itself as its membership seeks to discharge effectively the social role imposed on it.

Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of information science schools.

Continuing education is a generic term which includes staff development as one of its elements. Similarly, in-service training and orientation are subsets under staff development. Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organization system.

Continuing Education Recognition System--A system established and supported by various occupations to carry out activities such as the following:

1. Recognize the individual who has achieved the voluntary requirements of the program;
2. Implement a system of record keeping for continuing education;
3. Implement criteria or standards for continuing education;
4. Review or assist in the review of continuing education programs/offerings.

Continuing Education Unit (CEU)--Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instrution.

Contiguous Teaching--This term includes lecture, seminar, class, and tutorial methods. In these methods, the teacher as he teaches, is in immediate physical proximity to the learner as he learns, so that communication is by the human voice and there is immediate, spontaneous, often emotionally motivated interaction between the learner and his teacher, and usually between a learner and other learners. The distinguishing element in contiguous teaching is what is usually called "social interaction."

Correspondence Course--A formal, independent study program consisting of readings and exercises submitted to a knowledgeable instructor for evaluation. The course usually covers several lessons to be completed in a specified period. (See also Home Study)

Course--A series of learning experiences dealing with specific content.

Criterion--A standard of judgment accepted as a basis for comparison or evaluation.

Debate--A formal or informal discussion of an issue through which various approaches to resolution are considered.

Dialogic Programs--Programs that provide a means of interaction between the learner and the teacher.

Distance Teaching--This term belongs to the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in contiguous teaching would be performed in the learner's presence, so that the communication between the teacher and the learner must be facilitated by print, electronic, mechanical, or other devices.

Educational Activity--A procedure designed to stimulate learning.

Educational Technology--The broad application of scientific processes to the solution of educational problems and the fulfillment of learners.

Equivalency Testing--Examinations used to equate non-formal learning with learning achieved in academic courses or training programs.

Evaluation--The process of delineating, obtaining, and producing relevant information for judging decision alternatives and providing information to decision makers for their use to improve on-going programs.

Evaluation (as an instructional process)--The instructional processes of arriving at conclusions and making judgments about the appropriateness of information and ideas for solving problems, making decisions, and meeting goals.

Examination Standard--The minimally acceptable level of performance on an examination. The standard should be based upon the effectiveness of the test for predicting performance characteristics and should attempt to minimize the risk of sub-standard performance.

Execution--The instructional processes of gathering data, information, and ideas; experimenting and testing the data, information and ideas to arrive at solutions of problems, and to meet the goals.

External or Special Degree Programs (Nontraditional Study)--An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination.

Faculty--An individual or group conducting the continuing education activity.

Field Experiences--Practice in the actual situation under supervision. Activities are evaluated and analyzed by the participants and supervisors.

Field Trip--Direct observation of real life situations. Objectives are developed prior to the trip. Follow-up discussions enhance the learning experiences.

Formal Education--A coherent set of learning activities leading to a commonly agreed upon goal or objective, whether for academic credit or not. This definition excludes extremely short exposures, one-shot seminars or conferences, and unstructured learning situations.

Forum--An open meeting led by experts and followed by audience participation.

Goal--Concerned with ultimate outcomes and usually phrased in general or global terms.

Guided Self-Instructional Activities--Independent, individual learning activities which are organized to meet clearly defined objectives and are evaluated. Such an activity could be coordinated under the guidance of a responsible person in continuing education or staff development.

Guidelines--Concise statements of basic principles or concepts on which sound continuing education programs need to be built. Criteria detail the supporting specifics--the "what's" that enable the requirements of the guideline to be fulfilled. In general, the guidelines are intended to serve in the way a skeleton functions for the human body--providing a framework and basic structure. The criteria are like the muscles in the body--giving the structure motion and strength.

Group Leader--Any member of a learning team who accepts the responsibilities of leading the other participants in an educational endeavor.

Home Study--Enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order to study by a learner on his/her own. When each lesson is completed the learner mails the assigned work to the school for correction, grading, comment and subject matter guidance by qualified faculty. Corrected assignments are returned to the learner. This two-way communication provides the personalized learner-facilitator relationship.

In modern home study, written material still dominates, but other media are being added at an increasing degree. Not until objectives have been clearly worked out for each module is the choice of media for a modern course made. The production of modern home study is based on a systematic choice of media for the material to be disseminated.

Independent Study--Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent sutdy course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may include such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that relating to the study which a person may do on his/her own and for which he/she may seek credit from the institution by examination, such as the CLEP.

Individualized Method of Learning--A method of learning which leads the learner to control the rate of his/her progress in learning. In this category are programs in which the communication medium is correspondence (mail), the computer, programmed text, or teaching machine, and independent learning on campus.

Inservice Education--Planned instructional or training programs provided by an employing agency in the work setting and designed to increase competence in a specific role. Inservice education is one aspect of staff development.

Institute--Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

Instructional Design--The formulation and selection of management systems for instructional development.

Instructional Systems--An integrated group of program components organized to accomplish stated objectives.

Instructional Systems Components--All resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning.

Instructional Technology--That part of educational technology concerned with applying scientific processes to learning experiences.

Interface--The point at which an information transfer or exchange occurs.

Journal Club--A group of individuals meeting periodically to study a topic of mutual interest using previously assigned resource materials as a guide to discussion.

Learner Autonomy--The degree of control the learner has over his/her learning.

Learning Examination--A test instrument for identifying the extent to which student learning has or has not taken place. The purpose is to assist the student in focusing on the particular learning task as he/she moves toward mastery of the task. This form of evaluation is used to guide and enhance student learning and not for grading or promotional purposes.

Lecture--A carefully prepared oral presentation of a subject by a qualified person. (Also known as a speech)

Librarian--Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree). Basic Requirement: Master's degree

Library Associate--Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree. Basic Requirements: Bachelors degree (with or without course work in library science); OR bachelor's degree, plus additional academic work short of the master's degree (in librarianship for the Library Associate).

Library Technical Assistant--Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks. Basic Requirements: At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR post-secondary school training in relevant skills.

Licensure--The process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or to use a particular title; or grants permission to institutions to perform specified functions within their jurisdiction.

Media Aide--A member of the media staff who performs clerical and secretarial tasks and assists as needed in the acquisition, maintenance, inventory, production, distribution, and utilization of materials and equipment.

Media Instruction--Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture, and other such forms of media instruction which may develop.

Media Professional--Any media person, certificated or not, who qualifies by training and position to make professional judgments and to delineate and maintain media programs or program components. Media professionals may include media specialists, television or film producers, instructional developers, radio station managers, and technical processing (cataloging) specialists, whose duties and responsibilities are professional in nature.

Media Specialist--A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is the basic media professional in the school program.

Media Support Personnel--All persons including technicians and aides who utilize specific skills and abilities to carry out program activities as delineated by professional staff members.

Media Technician--A member of the media staff with technical skills in such specialized areas as graphics production and display, information and materials processing, photograhic production, operation and maintenance of audiovisual equipment, operation and maintenance of television equipment, and installation of systems components.

Mediated Forms--Learning transmitted via an intermediate mechanism such as audio and/or video tape, telephonic transmission, etc.

Non-dialogic Programs--Programs which provide no communication with the teacher him/herself.

Non-individualized Method of Learning--Methods and programs which provide learning experiences at a pace that lies beyond the learner's control, including the use of tape, radio, and television.

Nontraditional Education--The term "nontraditional education" does not imply a rejection of past practices, but an active effort to put into effect the best of new practices. Samuel B. Gould in Diversity by Design (San Francisco: Jossey-Bass, 1973) explained it as an "attitude that puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study."

Nontraditional Learning Experiences--Nontraditional programs, learning experiences, or methods of instruction are ambiguous terms. They are generally viewed as nearly all programs, experiences, and methods of instruction which are different from the typical campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction as nontraditional, while knowing full well that many instructional elements which fit this definition are ancient and time honored.

Objectives--Statements of criteria by which one measures the degree to which the purpose is achieved. The statements are made in terms of results to be achieved rather than methods to be used. Objectives are narrower than goals, are usually short range, are measurable.

On-Campus Programs--Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not a part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult, and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

Orientation--A means by which the staff members are introduced to the philosophy, goals, policies, procedures, role expectations, and physical facilities in a specific work setting. Orientation occurs at the time of employment and at other times where changes occur in roles and functions within an agency.

Panel--A group of three to six persons presenting a purposeful discussion on an assigned topic.

Participant Evaluation--An evaluation mechanism provided for the purpose of allowing the participant to assess his/her achievement of personal objectives.

Performance Standard--That level of expertise on a given essential performance characteristic that is considered to be minimally acceptable.

Planned Program of Continuing Education--The concept of a planned program of continuing education involves the organized presentation of a body of knowledge so that the subject is comprehensively covered in sufficient detail to meet the educational objectives. By using appropriate objectives, very narrow or highly specific, continuing education programs can be developed so they meet the definition of a planned program of continuing education. A series of unrelated lectures dealing with different topics and covering only one or two points of each topic would not be a planned program of continuing education.

Postsecondary Education--Any form of education beyond high school.

Practice Session--A session in which prior instruction is applied through exercises to reinforce learning.

Practicum--A planned experience which permits the individual to apply knowledge and develop proficiency in skills under supervision in a work setting.

Preparation--The instructional processes of identifying problems, setting goals, and planning strategies for achieving the goals and solving the problems.

Process--The specialized adaption of scientific procedures applied to achieving a specific task or an established goal.

Proficiency Testing--Assessment of knowledge, skills, or attitudes that are related to the performance requirements of a specific job; such knowledge, skills, and attitudes may have been acquired through formal or informal means.

Program--Planned organized effort directed toward accomplishing major objectives. A program includes many segments which are described as educational offerings or courses. (Total continuing education programs.)

Provider Evaluation--The provider of continuing education develops and employs evaluation techniques that will assess the effectiveness of the continuing education activities, and the level of fulfillment of the stated objectives.

Published Audio-Visual Material--Audio-visual materials accepted for general dissemination and/or sale.

Qualifying Examination--A test instrument for measuring those components (knowledge, skills, and attitudes) that are deemed essential for acceptable performance at the next level of responsibility.

Recognition Points--Units of achievement in continuing education that can be expressed in terms of hours or credits or a mixture of these.

Registration--The process by which qualified individuals are listed on an official roster maintained by a government or non-government agency.

Resource Guide--A written guide to educational resources on a topic, including orientation to the topic with annotated references to instructional materials showing content and source.

Self-Assessment--An evaluation by an individual of his/her own strengths and weaknesses.

Seminar--A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Senior Librarian--Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library. Basic Requirements: In addition to relevant experience, education beyond the M.A. (i.e., a master's degree in any of its variant designations: M.A., M.L.S.. M.S.L.S., M.Ed., etc.) as: post-master's degree; Ph.D.; relevant continuing education in many forms.

Short Course--A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc). Quizzes and examinations may be given depending upon the determination of the requirements. The noncredit short course may resemble the credit short course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Special Training Program--A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

Sponsor-- The institution, organization, or agency responsible for the development, implementation, evaluation, and record keeping of a continuing education offering or a total continuing education program (often called a provider).

Staff Development--Staff development is intended to strengthen the capability of an organization to perform its mission more effectively and more effeciently by encouraging and providing for the growth of its human resources. Staff development affirms the

the ability of the individual and the organization to grow and for each to contribute to the growth of the other. Staff development makes the most of the present potential and prepares the individual and the organization for the future. Orientation and inservice are subsets under staff development.

Workshop--Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

APPENDIX A

DATA COLLECTION INSTRUMENTS

APPENDIX A:

DATA COLLECTION INSTRUMENTS

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CLENE
CONTINUING LIBRARY
EDUCATION NETWORK
AND EXCHANGE
620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635 - 5085

The basic missions of CLENE are: (1) to provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all: (2) to create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

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APPENDIX A-1

LETTER SENT TO 162 PERSONS WHO WERE NOT CLENE MEMBERS TO INVITE THEM TO LEAD DISCUSSION GROUPS ABOUT RECOGNITION

September 23, 1976

Many professional groups have established systems to reward members for their continuing education activities that meet criteria set by their profession. Surveys by the National Commission on Libraries and Information Science as well as state, regional, and national studies point to the desirability of a recognition plan for post-entry level education in library, media, and information science occupations.

The Continuing Library Education Network and Exchange (CLENE) with Catholic University of America received a grant under Title II-B HEA funding that has as an objective the development of a model for a continuing education recognition system for those engaged in work in library, media, and information science. The system is to encompass nontraditional forms of learning.

We request your assistance with this project. As a preliminary step we are collecting ideas for a model. The system should serve to recognize, encourage, and support the efforts of those who want to further their learning wherever they are located.

An informal exchange of ideas about the concepts and specifications of such a continuing education recognition system is being sponsored by the project staff. We invite you to join with the members of CLENE, representatives of other professional associations, and your colleagues in and out of the profession to discuss the project. You may want to arrange for an informal session over lunch or during a coffee break or any format you prefer.

What is the first step? Please mail back the attached post card indicating your willingness to participate. If you volunteer to be a leader, we will send you a packet of materials giving some background information on how other groups have dealt with the issue of recognition systems plus some questions to help you in your discussions.

We look forward to your participation. You will be kept informed of the ideas and reactions of other groups and of progress during the nine months allotted to the project. Because of the time constraints we would like to have the ideas from your group no later than November 15, 1976.

Many, many thanks for your assistance in helping to develop a Continuing Education Recognition System for our closely allied professions.

Cordially,

Elizabeth W. Stone

Elizabeth W. Stone
Project Director

Enclosure: Post card

APPENDIX A-2

LETTERS SENT TO 561 MEMBERS OF CLENE TO INVITE THEM TO LEAD DISCUSSION GROUPS

CLENE

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635 - 5085

The basic missions of CLENE are: (1) to provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all: (2) to create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

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BETTY NICHOLS
PEGGY O'DONNELL
SISTER THERESE REMY
JOYCE D. VEENSTRA
BARBARA WEAVER

September 23, 1976

Many of you in the CLENE membership have asked what you could personally do to help in the work of our association. As a result of support from the U. S. Office of Education Program for Library Research and Demonstration, under Title II-B HEA funding, we now need your assistance in collecting ideas for the development of a model for a continuing education recognition system for those engaged in library, media, and information science work.

It is important to recognize, encourage, and support the efforts of those who want to further their learning. Other professional groups have established recognition systems to reward members for their continuing education activities that meet criteria set by their profession. Surveys by the National Commission on Libraries and Information Science as well as state, regional, and national studies point to the desirability of a recognition plan for post-entry level education in library, media, and information science occupations.

What should be the concepts and specifications for such a system? We invite you to join with members of CLENE and your colleagues in and out of the profession to organize or participate in an informal idea exchange to discuss the question. This could be a breakfast, lunch, coffee-break type of get-together — or any other format you wish.

What is the first step? Please mail back the attached post card indicating your willingness to participate. If you volunteer to be a leader, we will send you a packet of materials giving some background information on how other groups have dealt with the issue of recognition systems plus some questions to help you in your discussions. We will also send you a list of other CLENE members in your area.

We look forward to participating with you and your colleagues in thinking together about this important issue — a recognition system for participation in continuing education for those who need and want to continue their lifetime learning — a system that will encompass nontraditional forms of learning and be available to people wherever they may live.

We want to keep you informed throughout the project — 9 months — and report on what is happening as it takes place. Therefore, we would like to have your reaction sheets back no later than November 15 — naturally they would be welcome sooner. We plan to sum up ideas submitted by all the groups and send you a draft report on which you may wish to comment.

Many, many thanks for your assistance in helping to develop a Continuing Education Recognition System.

Cordially,

Elizabeth W. Stone

Elizabeth W. Stone
Project Director

Enclosure: Post card

APPENDIX A-3

A MODEL FOR A CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY, MEDIA, AND INFORMATION SCIENCE

COVER SHEET FOR DISCUSSION GROUP REPORT

1. Name and Position of Leader: ____________________

____

2. Telephone Number: ____________
Area Code

3. Number Participating: ____________

4. Date and Time Group Met: ____________________

5. Location of Meeting: ____________________

6. Identification of positions held by those participating in the discussions: ____________________

____

____

____

____

____

____

____

By November 15, 1976, please return with the marked copy of "Some Suggestions for Discussion" to: Recognition Project, Box 1228 Cardinal Station, 620 Michigan Avenue, N. E., Washington, D.C. 20064.

SOME SUGGESTIONS FOR DISCUSSION

A Model for Continuing Education Recognition System in Library, Media, and Information Science Including Provision for Non-Traditional Studies

You may find a great variety of ideas and reactions are generated by discussion of the project. Please report the suggestions no matter how far out they may seem. Somepoints of specific concern are listed below. It will be helpful to receive reactions on these items. However, please feel free to add, modify or comment. You may mark and return the discussion guide and reaction sheet. This should be less time-consuming than preparation of a formal reply. Use the reverse side of the pages provided if you need extra space to record reactions of your group.

We hope you will be able to obtain some reactions and forward them to CLENE by 15 November 1976.

* * * * * *

1. What is your reaction to the proposal of a recognition system for continuing education participation? Your discussion group may want to tank in order of importance some of these reasons, or to add others. (The number 1 should be assigned to the reason given highest priority.)

-- To demonstrate career development commitment

__ To furnish evidence for promotion

-- To encourage fulfillment of personal goals

-- To document your qualifications for specialization

-- To record the updating of knowledge and skills in new and developing fields or in fields related to your current job

-- To document activities that will qualify you for salary increments increments or merit increase

-- Other -- Please specify

(Reasons against a recognition award should be listed if presented.)

2. What should be the objectives of such a recognition program? Examples for discussion are:

-- A means of record keeping and evaluation

-- A motivating force to encourage systematic participation in continuing education

-- A way to upgrade the qualify of continuing education programs and courses

3. What educational activities should be counted to qualify for a Continuing Education Award?

[Please try to rank activities in order of importance, with number "1" being the highest]

-- Courses taken for academic credit if they do not lead to a degree or special certificate

-- Continuing education workshops, institutes, and other special programs if they meet criteria set by the model

-- Special continuing education courses if they meet criteria

-- Teaching subjects related to library, media, or information science [For teachers, credit given for practical on-the-job experience related to subjects taught]

-- Writing a substantive article on some aspect of the profession

-- Being a chairperson of a study committee of a library, media, of information center or a professional association in the candidate's field of interest

-- Consultant services provided or received

-- Home study--such as correspondence courses or programmed learning taken under appropriate supervision

Please be specific if other activities are proposed.

4. Should in-service education be counted as continuing education in the proposed recognition system?

5. Should each applicant be required to present a variety of continuing education activities to merit an award? For example: X number of points of academic credit, Y points obtained from workshop attendance, or Z points for articles published?

6. What is the suggested number of credit hours, Continuing Education Units, or their equivalents one should accumulate to become eligible for the Continuing Education Award? 25 credits or units, 50, 75, 100, or more?

7. Would you like to have the same recognition award (certificate, plaque, or whatever) for all staff members or should different ones be designed for clerks, technicians, librarians, media or information specialists, and other major categories of personnel?

8. What is the sentiment on the eligibility requirements for a Continuing Education Award? Should they be the same for an assistant and a director? Should a person's level of responsibility be related to the kind and amount of continuing education points to be accumulated?

9. Who should provide the structure and guidelines for a Continuing Education Award for library, media, and information science personnel? For example:

   -- CLENE

   -- Your major library, media, or information science association

   -- A consortia of the major associations

10. Who should present the Continuing Education award? [See choices suggested in preceding question.]

11. Over what length of time should you be able to accumulate points for an award? A year? Two years? Three years? Five years?

12. Should any award for continuing education "self-destruct?" That is, should it be valid only for a stated length of time -- perhaps the same amount of time permitted for acquiring points, such as three years?

13. Should there be a charge for application for the Continuing Education Award? What fee is recommended?

14. What should the award be?

    -- A certificate

    -- A pin

    -- Publicity in professional journals

15. Should awards be given annually at association meetings or as a each candidate fulfills the requirements?

16. Should each individual be responsible for keeping the record of continuing education participation up to date?

    If this is not the consensus, what system is recommended?

17. Is a central record of continuing education activities desirable for individuals engaging in such activities? Should records of participation in continuing education obtained from a variety of sponsors be brought together?

    Would a central system based on criteria that are mutually satisfactory tend to improve the quality of continuing education programs or courses?

    Would you be willing to pay an organization to keep your records of continuing education and send them out as you requested?

    How much would you be willing to pay for such a service?
    -- Annually: $2, $3, $5, $10, $15, $25

    -- For each transcript? -- $1.00, $2.00

APPENDIX A-4

CONTINUING CAREER DEVELOPMENT
FOR LIBRARY, MEDIA AND INFORMATION SCIENCE PERSONNEL:
GUIDELINES FOR A SUGGESTED VOLUNTARY PROGRAM
FOR CONTINUING EDUCATION RECOGNITON

DRAFT I - JANUARY 1977

(FOR DISCUSSION ONLY)

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A PROJECT OF THE CONTINUING LIBRARY EDUCATION NETWORK
AND EXCHANGE (CLENE)

CONTINUING CAREER DEVELOPMENT FOR LIBRARY, MEDIA AND INFORMATION SCIENCE PERSONNEL:

Guidelines For A Suggested Voluntary Program For Continuing Education Recognition

BACKGROUND.

Continuing education for library, media and information science personnel is widely accepted as a major force for improvement of services. Plans for continuing education developed by states, specialist and regional groups call for a system that recognizes practitioners who engage in career development programs. The mobility of personnel confirms the desirability of guidelines for a recognition system.

Many individuals update job related knowledge and skills for personal satisfaction and without special motivation. Many other professions, however, find that recognition of members for continuing education participation is a powerful motivating force.

CLENE was fortunate in having USOE fund its proposal to draft for discussion a recognition system that would incorporate home study. As a basis for developing a prototype, we requested assistance in October 1976 from 723 persons across the nation to form discussion groups. The 112 who agreed were asked to consider pertinent aspects of a recognition program for personnel in libraries and related fields. By January 1, 1977, suggestions had been received from over 649 library, media and information science personnel, including paraprofessionals, who had participated in 73 group discussions.* Their replies form the basis of the proposed guidelines for a recognition program.

We were also influenced by examples of comparable plans from the other professions.

BASIC PREMISES.

The plan in process

- defines continuing education as only post entry-level education, not basic entry-level preparation
- relates to personnel in professional and supportive positions
- is a voluntary system
- recognizes the need for general education as well as specialization in a particular field

---

* As of January 27, 1977, replies have been received from 84 groups for a total of approximately 700 participants.

BASIC PREMISES. (Cont.)

The plan does not

- mandate continuing education for every employee
- prescribe who shall provide continuing education or pay for it
- consider how or where it may be obtained
- guarantee recognition by the employer in the form of salary increase or promotional opportunities
- relate to certificates or licenses or renewal of such credentials

The guidelines that are attached are proposed for discussion. They do not pretend to solve all the problems. They may raise many new issues.

GUIDELINES FOR SUGGESTED RECOGNITION PROGRAM OF CONTINUING EDUCATION FOR LIBRARY, MEDIA AND INFORMATION SCIENCE PERSONNEL.

PURPOSES.

Broadly stated the objectives of this program are to:

- o encourage, recognize and support personnel who on a voluntary basis, participate regularly in continuing their education
- o emphasize the importance of developing meaningful continuing education opportunities for the various specialties and abilities of personnel
- o demonstrate the profession's desire and ability to advance and thereby improve the quality of service provided
- o provide a basic system that may be implemented by associations or state agencies. (Incompatible systems could result if each special group developed a separate plan. This would handicap staff who are mobile or who progress from one specialty to another.)
- o enlist the attention and cooperation of employers, clients and others concerned with the development and services of these allied fields.

The program suggested is not a substitute for entry level education for employment. Recognition for continuing education does not guarantee current competence. It does not substitute for certification or licensure requirements. Neither is it a means of honoring long and faithful service or outstanding accomplishments of any individual.

Ideally the learning that takes place in continuing education could be documented to prove that it enhances services. Since practical methods to measure this are not presently available, recognition is proposed for applicants who fulfill requirements of the program.

CRITERIA FOR THIS RECOGNITION PROGRAM.

Career Planning. A personal plan for your career development will help you to select appropriate continuing education activities and demonstrate your commitment. You will want to consider -

- o updating your knowledge of technological and professional developments in the field, enlarging the foundation of knowledge and skills required for entry level
- o extending the range or depth of career capabilities and opportunities
- o engaging in inter-disciplinary learning which is appropriate to your assignment or career development.

Activities Approved for the Recognition Program. The following activities are recommended:

1. Courses, workshops, institutes and the like for which you receive academic credit, continuing education units, CEU, or an equivalent measure. (See Appendix A for an explanation of CEU.)

Home study or correspondence courses satisfactorily completed may qualify in this group. The courses you take to obtain a degree or special certificate do not count for this continuing education program since the degree itself is the reward.

2. Courses, workshops, institutes and other formal educational programs for which no academic credit, CEU or other recognition points were given.

In order to obtain credit for activities in this group, the applicant for recognition documents the experience and forwards it to the program administrator whose representatives evaluate and if appropriate assign continuing education recognition program values.

Activities Approved for the Recognition Program.(Cont.)

For each activity, keep a record of:

a) name of school, firm or organization conducting the program

b) location where offered

c) title and description of program

d) name and title of instructor or director

e) dates attended

f) number of contact hours of participation. (See attached Appendix A for explanation under "Continuing Education Unit."

The sponsor of the recognition program may verify the information if necessary.

Representatives of the sponsor will be authorized to designate the number of points allowed for those program deemed appropriate.

3. Independent Study or Self-Planned Learning*[1]

a) To obtain credit for this type of continuing education the applicant must document the project. For example, you should state what you wanted to learn, your goals, choice of planner to work with you, your procedure or method, estimate of competence and success &amount of time spent. You may be able to compare the project with a formal course and thus suggest the number of credit hours to be assigned.

---

*This topic was considered by only a few discussion groups. It is a mode of adult education featured in the College Entrance Board sponsored programs on the role of Public Libraries in adult independent learning.

[1] The documentation of Independent Study is adapted from A Student's Handbook on Preparing a Portfolio. Cooperative Assessment of Experiental Learning. CAEL Working Paper no. 7. Educational Testing Service, April, 1975.

3. Independent Study or Self-Planned Learning (Cont.)

b) An evaluator should be able to objectively measure the learning which has occurred. The learning should be equivalent to college or post-graduate level. The application of a manual skill or narrow procedure or routine would not qualify; the learning should have applicability outside of the specific situation in which it was acquired.

Not Approved for this Program. The following would not be counted for this program:

- Teaching subjects related to library, media or information science
- Writing a substantive article on some aspect of the profession
- Chairing a study committee
- Providing or receiving consultant services

PROCEDURES.

Who is Eligible? Professional and support staff who engage voluntarily in continuing education at an appropriate post entry level.

Who Will Administer the Program? There may be more than one program in the beginning. A program administrator may be an association, state agency, professional or vocation school or a college or university.

General guidelines are drafted as a project for CLENE. They may be adapted and implemented by such agencies as are listed above. Although an orderly national pattern is desirable, pilot projects by various sponsors may precede general adoption of these guidelines.

CLENE may develop forms and procedures for continuing education recognition programs if this basic concept wins acceptance.

Who Will Administer the Program? (Cont.)

The agency that decides to sponsor a continuing education recognition program will determine any special standards and carry out duties outlined under the section, "Responsibility of Recognition Program Administrator."

How May You Qualify?

To qualify as an applicant you should begin now to keep a record of your continuing education activities.

In general, you should accumulate within three years 25 points. (This may vary for support staff.)

For this program -

- One continuing education unit equals one point
- One unit of academic credit equals two points

Of the 25 points -

- All may be academic credit
- Six should be academic credit
- Eighteen of the points should be a combination of CEU and academic credit.

Check with the appropriate continuing education recognition program administrator on any special requirements.

If no academic credit or continuing education unit is given, the program administrator may assign points if the applicant provides documentation.

The continuing education recognition program administrator may charge a service fee.

DRAFT I - For Discussion Only
January 1977

Recognition Program Administrator's Responsibilities.

A program sponsor should be prepared to:

- determine and publicize criteria, procedures and/or fees. (If any fee is charged, it should only cover expenses.)
- establish a committee to review applications, assign point values if appropriate & approve applicants for recognition
- give suitable recognition to successful applicants and advise their employers
- publicize the program with announcements in special journals, etc.
- retain records of applicants for a minimum of 10 years.

****

This is a first draft of guidelines for a proposed continuing education recognition program. Your comments and recommendations are welcome. Please send them before February fifteenth to:

CONTINUING EDUCATION RECOGNITION PROJECT
CLENE
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This project is funded by the U.S. Office of Education Program for Library Research and Demonstration under Title II-B, Higher Education Act. Grant began in mid-September 1976; expires June 30, 1977.

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APPENDIX A

TERMS USED IN THIS DOCUMENT

Continuing Education -

Continuing education consists of those learning activities utilized by individuals, following their preparatory education and work experiences, which are designed primarily to keep them abreast of new knowledge and devlopments within their field, update their basic education, refresh them in various aspects of their basic education, enhance their job competence, or lead to specialization in a new area. Such activities do not lead to academic degrees or formal advanced standing in the profession.

Continuing Education Unit -

The following quotations are form "The Continuing Education Unit; Criteria and Guidelines," prepared by The National Task Force on the CEU, c1974, pp. 1,3-5,30. Distributed by The National University Extension Assn., Suite 360, 1 Dupont Circle, Washington, D.C., 20036. Cost $2.50:

"The continuing education unit (CEU) has been designated as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education."

"One continuing education unit is defined as: ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction...

"Each element included in the definition of the continuing education unit is an integral part of the larger concept of developing an educational experience of sufficient merit to be documented in permanent form on the record of the individual participant...

"Ten contact hours of participation. The contact hour is defined as a typical fifty-minute classroom instructional session, or its equivalent. Ten instructional contact hours are required for one CEU...

"In an organized continuing education experience. An organized education experience presumes there has been planning to meet a specific need. The essential elements of such planning include the determination of the program's educational objectives in terms of: (a) the clientele to be served; (b) the new skill or understanding to be realized through the content or subject matter to be covered; and (c) the program format and instructional methodology to be employed...

"Adequate and properly responsive program planning require interaction between administrative personnel of the sponsoring organization, the instructor or educational leaders responsible for the learning experience, and representatives from the clientele group to be served...

Continuing Education Unit (Cont.)

"Under responsible sponsorship. The sponsoring organization that awards CEU may be an educational institution, a professional association or a business or governmental organization. The sponsor must assume administrative responsibility for the program. This responsibility includes the assignment of direct supervision of the activity to a professionally capable program director or educational administrator and the maintenance of a permanent record system. The reputation and organizational integrity of the sponsor are reflected in the quality of the educational experience which is presented...

"Capable Direction. The elements of capable direction include: (a) professional educational leadership in program planning and development; (b) selection of the most effective educational format for the intended purpose and objectives; (c) assignment of qualified instructional staff; (d) adequate program management and administration; and (e) the design and implementation of evaluation techniques applicable to both individual participants and the total program...

"And Qualified Instruction. The development of a systematic process leading to specified educational objectives requires the selection of an instructional staff that has the following qualification: (a) competence in the subject matter (may be evidenced by experience in which command of the subject matter is recognized by the individual's peers, by formal education or training, or by demonstrated knowledge through publication in professional journals or appropriate media); (b) ability to transmit the educational content to the participants; (c) understanding of the program objectives; and (d) knowledge and skill in the instructional methodology and learning processes to be employed."

"Relationship Between CEU and Quarter Hours or Semester Hours or Credit. There is no direct relationship. The CEU was designed to do for noncredit continuing education what the quarter and semester hours do for credit courses - provide a standard of measurment. It is not expected that CEU will be translated into credits or credits into CEU, except in unusual circumstances."

Inservice Training -

Learning activities built around existing or potential problems within the institution so that application is immediate and appropriate. By controlling the content and who will participate the institution can assure relevance to its needs.

APPENDIX A-5

Interview Schedule: Individual Approach

1. Have you participated in non-credit courses, workshops or conferences, or other activities which you see as continuing your education?

2. Have you participated in any of the following activities?

   __non-credit courses
   __workshops
   __conferences
   __institutes
   __association activities
   __teaching courses
   __ publication (books/articles/others)
   __consulting
   __independent study
   __home study
   __study groups
   __journal clubs
   __community projects related to profession
   __in-service training
   __television or radio courses
   __other

3. As you may know, many other professions recognize the continuing education activities of their members with publicity in journals/certificates or other tangible awards/or central registry of activities. How would such recognition appeal to you personally?

4. If a program were to be developed in your field that formally recognized continuing education activities, would it encourage you to participate more actively?

   if yes: How might it encourage you?
   if no: Why do you think it would not?

5. If continuing education activities were to be recognized, which of these would you like to see acknowledged, for your own benefit?

   __non-credit courses
   __workshops
   __conferences
   __institutes
   __association activities

5. (Continued)
__teaching courses
__publication (books/articles/others)
__consulting
__independent study
__home study
__study groups
__journal clubs
__community projects related to profession
__in-service training
__television or radio courses
__other

6. If there were to be a recognition program for continuing education, what is the maximum number of hours a week you would be willing to spend on various activities?

7. (IF THE PERSON HAS DONE SOMETHING IN CONTINUING EDUCATION)

a) How do you keep track of your own continuing education participation?
b) Do you give this information to your employer or do you keep it for your own personal record?

8. Would you like to see your continuing education experiences recorded in some organized way?
(VARIATION, for person who has done nothing in continuing education: If you were to continue your education at some time, would you like to see your experiences recorded in some organized way?

9. Do you see a benefit in having your record in a central place, such as an association or some special organization? If so, which one? (e.g., state or professional association/a national organization)

10. Who do you think should have access to your records of continuing education activities other than you yourself? (or the individual?)

11. Would you be interested in a recognition award for your accumulated participation in continuing education?
If yes: What kind of award would most appeal to you? (e.g., certificate/publicity)

12. If there were a recognition award in your profession would you prefer that it be administered on a local, state, or national level? (Or in other words: How would you think such an award should be administered?)

13. How do you think a recognition award would benefit you?

14. There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current or future career goals. Would you be interested in the idea of developing a personal career plan, either by yourself or with guidance from others?
    If Yes: What kind of guidelines would be most helpful to you?

APPENDIX A-6

Interview Schedule: Supervisory Approach

1. Have you participated in non-credit courses, workshops, or conferences, or other activities which you see as continuing your education?

2. Have you participated in any of the following activities?
   - __non-credit courses
   - __workshops
   - __conferences
   - __institutes
   - __association activities
   - __teaching courses
   - __publication (books/articles/others)
   - __consulting
   - __independent study
   - __home study
   - __study groups
   - __journal clubs
   - __community projects related to profession
   - __in-service training
   - __television or radio courses
   - __other

3. As you may know, many other professions recognize the continuing education activities of their members with publicity in journals/ certificates or other tangible awards/ or central registry of activities. Do you think such a program would encourage continuing education participation in your library (media/information center) among your staff members?

   If Yes: Would you describe how you think it would?
   If No: Why do you think it wouldn't?

4. From what you know of your staff members' interests, what activities should be acknowledged if continuing education activities were to be recognized?
   - __non-credit courses
   - __workshops
   - __conferences

__institutes
__association activities
__teaching courses
__publication (books/articles/others)
__consulting
__independent study
__home study
__study groups
__journal clubs
__community projects related to profession
__in-service training
__television or radio courses
__other

5. Do you see the benefit of having continuing education experiences recorded in some organized way for those who do engage in such activities?

6. Do you think your staff members would be interested in having these continuing education records kept in a central place, such as an association or some special organization?

   If Yes: Which one? (e.g., state or professional association/ a national organization)

7. Who do you think should have access to these records other than the individual?

8. Do you think your staff members would be interested in a recognition award for their accumulated participation in continuing education?

   If Yes: What kind of award would most appeal to them? (e.g., certificate/pin/publicity)

9. If a recognition award were to be adopted by your library (media/ information center) do you think a specific number of activities should be completed within a limited period of time?

   Should there be a variety of activities as well?

10. If there were to be official recognition for continuing education activities, do you think it should be awarded at a local, state, or national level? What group would you prefer? (e.g., professional association, etc.)

11. As a supervisor, how do you think you would use such a recognition program when making decision about your personnel?

12. There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current or future career goals. Do you think such a career plan would be useful to your staff members?

    If Yes: What kind of guidelines would be most helpful?

APPENDIX A-7

CLENE HOME STUDY PROJECT
PERSONAL PROFILE

1. Name ______________________ 2. Sex: ☐ Male; ☐ Female; 3. Social Security No.* __________
4. AGE: ☐ 20-24; ☐ 25-29; ☐ 30-34; ☐ 35-39; ☐ 40-44; ☐ 45-49; ☐ 50-54; ☐ 55-59; ☐ 60-64; ☐ 65 +
5. Where do you live?
   ☐ Large city (over 2,000,000); ☐ Medium-sized city (50,000-2,000,000);
   ☐ Small city (10,000-50,000); ☐ Rural area or small town (under 10,000)
6. Home Address: ______________________ 7. Home Phone: __________

ABOUT YOUR WORK EXPERIENCE:

8. Title of your Present Position ______________________ 9. Chief Duties: __________
10. If you have management responsibilities, would you characterize them as: ☐ upper level management; ☐ middle management; or ☐ first line supervision? 11. How many do you supervise?
12. Name of employing institution: ______________________
13. Address: ______________________ 14. Your Phone No. __________
15. If it is necessary for you to contact me, I prefer you call: ☐ Home phone; ☐ Business Phone
16. How many people are employed in your institution? ______ 17. Of these, how many are supportive staff? ______
17. Other job experience in libraries, media and/or information centers:

	Position	Employer/Institution	From-To
A.			
B.			
C.			

18. Does your immediate supervisor know you are taking this course? ☐ Yes; ☐ No; ☐ Don't know
19. Do you believe your employer will give you any kind of favorable recognition for taking this course? ☐ Yes; ☐ No; ☐ Don't know.
). Please list professional associations of which you are a member: ______________________
21. Please give any other information about yourself in relation to your job or other situations that you feel might be of interest or help to your Faculty Evaluator. [Use additional sheet if you wish] ______________________

ABOUT YOUR EDUCATION

22. Did you graduate from high school? ☐ Yes; ________ (year); ☐ No; ________ Highest grade completed
23. College and University Education:

Name of Institution & Location	Dates Attended	Yrs. Completed	Type of Degree	Degree Date

24. Chief undergraduate college subjects: ______________________
25. Chief graduate university subjects: ______________________
26. Major field of study at highest level of college/university work: ______________________
27. Have you had formal courses in management, and if so, how many and at what level?

YES	NO	Type of Management Program	No. of Courses	Undergraduate	Graduate	Post MLS
☐	☐	Public Administration		☐	☐	☐
☐	☐	Library and/or Information Center Management		☐	☐	☐
☐	☐	Business Administration		☐	☐	☐
☐	☐	Organization Theory		☐	☐	☐
☐	☐	Other:		☐	☐	☐

*Social Security No. is necessary if you wish to receive CEU.

28. If you have participated in continuing education programs, workshops, institutes, home study programs, etc. related to management, please list the most recent titles, sponsors, and dates:

Title	Sponsor	From	To

These next questions have to do with your interest in home study as a way of learning and your possible interest in further education for yourself by means of home study.

29. First, are you in fact engaged at the present time in any kind of education beyond high school?
   - ☐ A. Yes, I am now a full time student
   - ☐ B. Yes, I am a part-time study taking at least one course for credit toward a degree or certificate
   - ☐ C. Yes, I am a part-time student taking at least one non-credit course
   - ☐ D. No, I am not now a student

30. Which of the following are reasons why you are interested in home study as a way of learning? Please give additional reasons you don't find in this list. [Check as many as apply]
   - ☐ Want to study at my own pace
   - ☐ No academic institutions close to me where I can get needed courses
   - ☐ Do not want to go out at night to classes
   - ☐ Do not want to travel to courses
   - ☐ Do not have enough energy to attend classes after working all day
   - ☐ Home responsibilities make it impossible for me to leave to study
   - ☐ Courses available to me at neighboring institutions do not meet my needs
   - ☐ Child care problems make home study the only way for me to study
   - ☐ Courses I need at institutions are not scheduled when I can attend
   - ☐ Want a guide through the literature
   - ☐ Need to learn now; can't wait for a course to be offered someplace or sometime in future
   - ☐ See home study as a way to help me reach my career objectives
   - ☐ Want to gain CEU's
   - ☐ Like to study on my own, but want some reaction to my work as provided in home study program
   - ☐ Believe home study will help me get a promotion
   - ☐ Want to become more competent in my present job
   - ☐ Want to gain some competence for a future job I am seeking
   - ☐ Have no background in management theory and feel a need to gain some knowledge in this area
   - ☐ Want some help in finding ways to stimulating the employees who work with me
   - ☐ Cost of home study is within my reach
   - ☐ Have the feeling I am too old to go back to school
   - ☐ Have the feeling I am too advanced in my career to go back to school
   - ☐ The red tape involved in enrolling in formal courses is more that I wish to cope with
   - ☐ Think teachers in formal programs would not understand my learning needs and problems
   - ☐ Poor health prevents my taking part in formal courses at universities
   - ☐ No library management collections near me and am counting on home study reading to help me learn
   - ☐ Other:

31. During the next three years, would you like to engage in other job/career related home study programs? (Please check the ONE answer most nearly expresses your feelings.)
   - ☐ Yes, I would like to engage in other home study courses, if they were available
   - ☐ Possibly, but I would have difficulties to overcome
   - ☐ No, I'm not now interested in taking anything further by home study for at least 3 years

32. There are a wide variety of subjects and skills which you might wish to learn. If you had your choice, and didn't have to worry about cost, family responsibilities, etc., what subjects or skills interest you enough for you to spend a fair amount of time learning by means of a home study course? List as many as you wish. ______________________________

____

33. Look back at the answers you listed in the previous question and circle ONE subject or skill which you feel you would most likely study or learn in the next three years, if it were available in home study format and economically possible.

34. Regardless of how long this skill or subject normally takes to learn, or how costly you expect it might be to learn it, how much money would you actually be willing to spend to acquire this skill or knowledge by learning through home study courses? $__________

35. How many hours per week altogether would you want to devote to your studies to acquire this knowledge or skill in a home study mode? ________ hours per week.

36. Would you want to earn some kind of credit for the subject you circled? ☐ No, not interested in credit; ☐ Yes, want statement of satisfactory completion; ☐ Yes, want CEU; ☐ Yes, want academic credit; ☐ Don't know if I want credit or not.

APPENDIX B

DOCUMENTS

APPENDIX B:

DOCUMENTS

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APPENDIX B-1

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APPENDIX B-2

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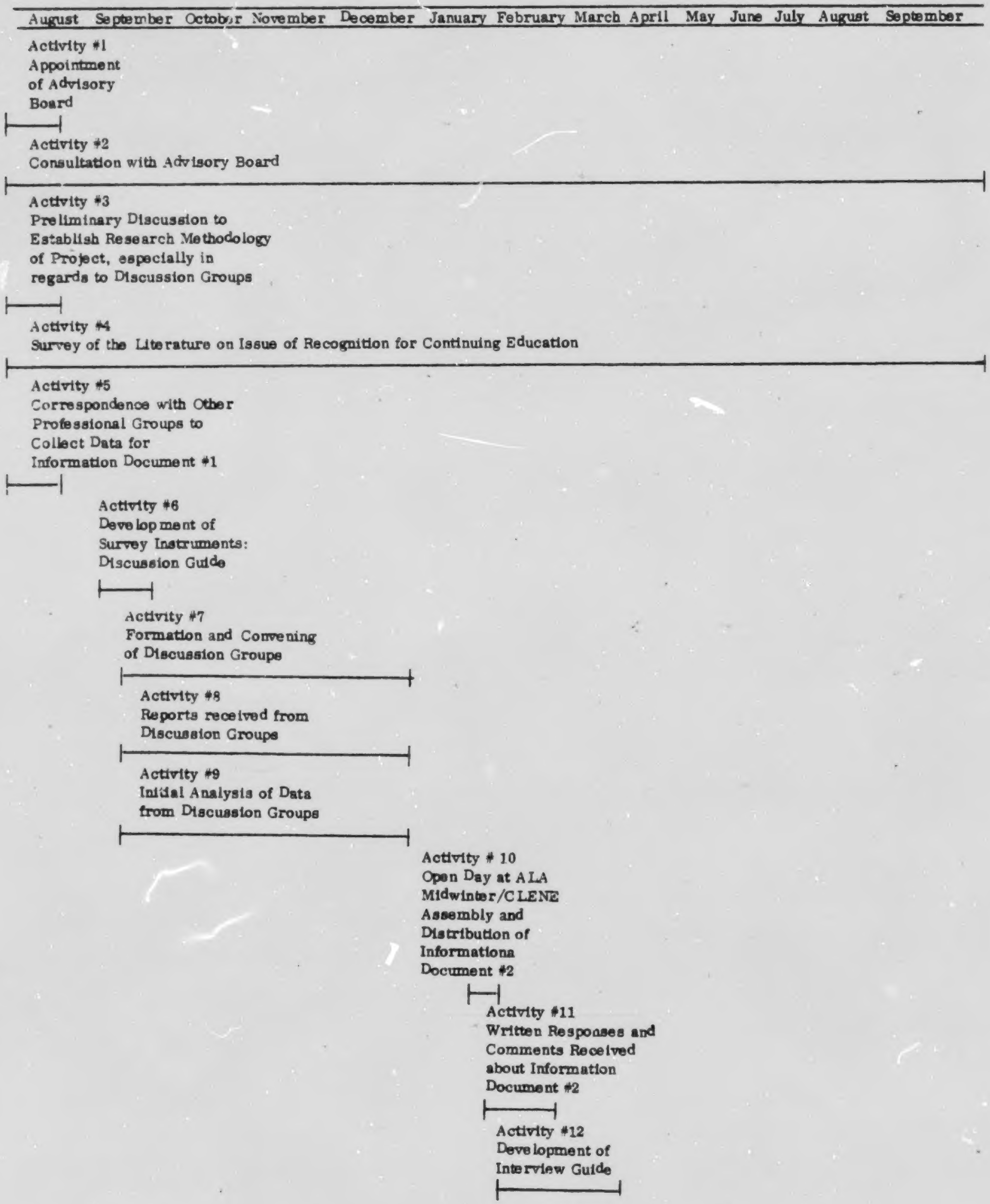
Tulsa, Oklahoma 74103

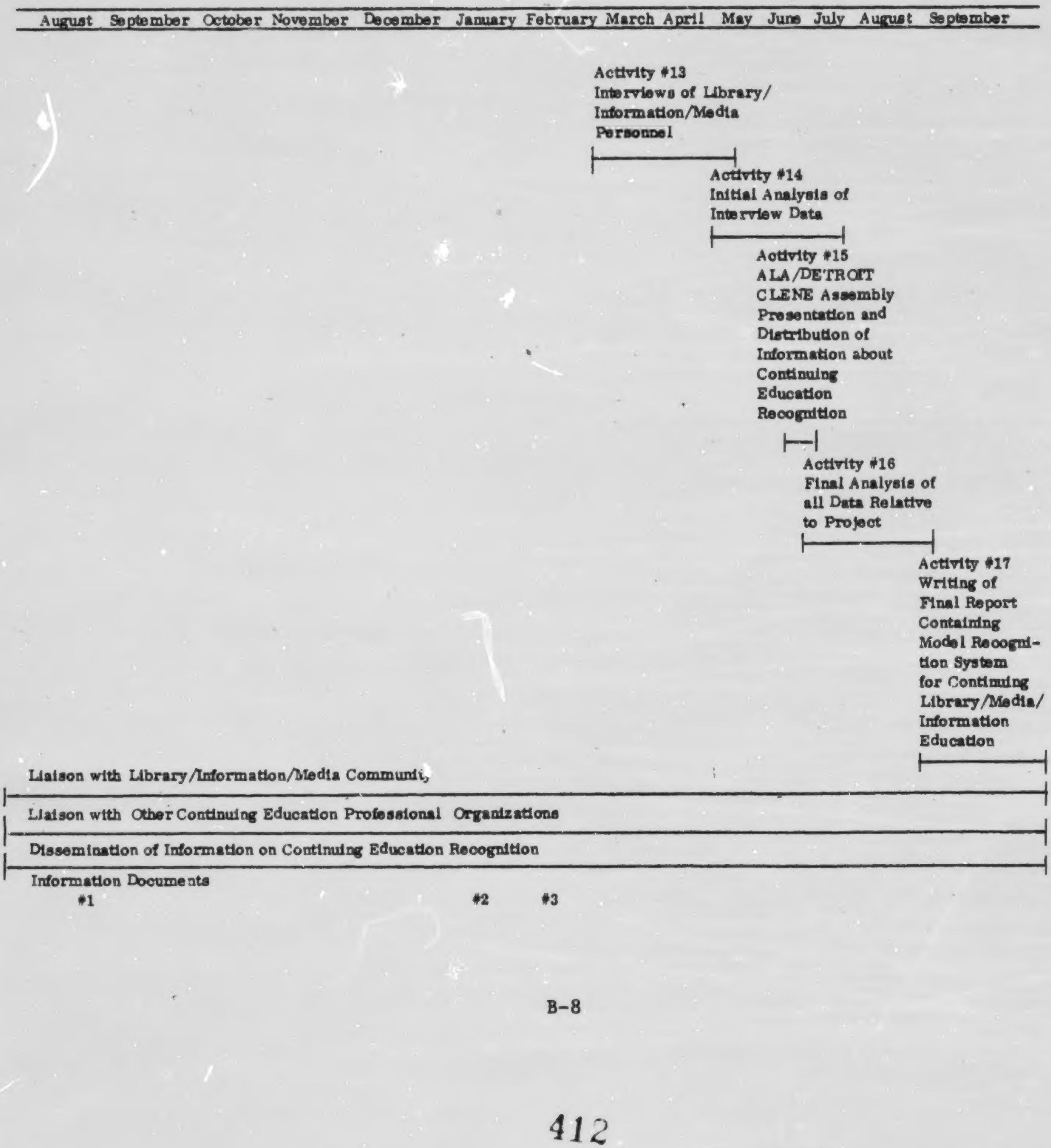
APPENDIX B-3

SCHEDULE OF ACTIVITIES IN DEVELOPMENT OF MODEL FOR RECOGNITION OF CONTINUING EDUCATION OF LIBRARY/INFORMATION/MEDIA PERSONNEL


August
September
October
November
December
January
February
March
April
May
June
July
August
September
Activity #1 Appointment of Advisory Board
Activity #2 Consultation with Advisory Board
Activity #3 Preliminary Discussion to Establish Research Methodology of Project, especially in regards to Discussion Groups
Activity #4 Survey of the Literature on Issue of Recognition for Continuing Education
Activity #5 Correspondence with Other Professional Groups to Collect Data for Information Document #1
Activity #6 Development of Survey Instruments: Discussion Guide
Activity #7 Formation and Convening of Discussion Groups
Activity #8 Reports received from Discussion Groups
Activity #9 Initial Analysis of Data from Discussion Groups
Activity # 10 Open Day at ALA Midwinter/CLENE Assembly and Distribution of Informationa Document #2
Activity #11 Written Responses and Comments Received about Information Document #2
Activity #12 Development of Interview Guide

APPENDIX B-3 (continued)

SCHEDULE OF ACTIVITIES IN DEVELOPMENT OF MODEL FOR RECOGNITION OF CONTINUING EDUCATION OF LIBRARY/INFORMATION/MEDIA PERSONNEL (Continued)



APPENDIX B-4

CHRONOLOGY OF TURNOVER OF REPORTS FROM DISCUSSION GROUPS RELATIVE TO RECOGNITION STUDY

Number of groups and individuals asked to form groups (September 23, 1976)	723
Number of individuals who said they would become group leader	112
Number of reports received from group leaders by November 15, 1976	60
Number of reminders sent November 15, 1976	52
Total number of reports received from group leaders by January 1, 1977	82

APPENDIX B-5

NUMBER AND TYPE OF INTERVIEWS BY STATES

ON-SITE INTERVIEWS	
Colorado	26
District of Columbia	8
Maryland	8
Virginia	6
TOTAL	48

TELEPHONE INTERVIEWS	
Arizona	2
Delaware	2
District of Columbia	4
Kentucky	3
Louisiana	2
Maryland	1
Minnesota	2
Montana	2
Nebraska	2
New Hampshire	2
North Dakota	2
Oregon	3
South Dakota	1
Utah	2
Vermont	3
TOTAL	34

APPENDIX B- 6

PROFILE MATRIX OF INTERVIEWEES PARTICIPATING IN THE RECOGNITION PHASE OF THE PROJECT

TYPE OF LIBRARY/MEDIA/LEARNING RESOURCES CENTER	STAFF PARA-PROFESSIONAL	STAFF PROFESSIONAL	MIDDLE MANAGEMENT	TOP MANAGEMENT	TOTAL
PUBLIC LIBRARY	8	10	3	5	26
UNIVERSITY LIBRARY	2	4	7	2	15
4-YEAR COLLEGE LIBRARY	1		1		2
2-YEAR COMMUNITY COLLEGE LEARNING RESOURCES CENTER	4	1	1	1	7
GOVERNMENT LIBRARY		4	3	1	8
SPECIAL LIBRARY				1	1
LIBRARY CONSULTING FIRM		1	1		2
LIBRARY ASSOCIATION		1			1
ELEMENTARY SCHOOL MEDIA CENTER	2			1	3
MIDDLE SCHOOL MEDIA CENTER		1		2	3
HIGH SCHOOL LEARNING RESOURCES CENTER		1	1	2	4
COUNTY SCHOOLS/STATE DEPARTMENT OF EDUCATION (MEDIA SERVICES)			1	3	4
CORPORATE INFORMATION CENTER			1	1	2
TECHNICAL INSTITUTE LEARNING RESOURCES CENTER/RESEARCH INSTITUTE	1		2	1	4
TOTAL	18	23	22	21	82

CLENE

APPENDIX B-7

FACT SHEET

RECOGNITION FOR CONTINUING EDUCATION PROJECT

WHO... Librarians / media specialists / information scientists -- over 1,000 professionals and paraprofessionals -- have participated.

WHAT... Planning a system for recording and recognizing participation in continuing education activities which acknowledges the fact that people learn in different ways and that knowledge and skills can be acquired through different means.

Recognition has generally been available only as credits earned in traditional academic programs, or more recently with Continuing Education Units (CEUs) for approved courses or workshops.
There has been no formal way to acknowledge participation in such educational experiences as attending non-credit institutes and workshops... home study...writing articles or books...teaching courses....

WHERE... Practitioners in every state in the nation have contributed their ideas
in discussion groups, organized by members of CLENE and other interested associations;
through personal interviews, contacted via random selection;
by way of written comment.

WHEN... Opinions were gathered from autumn 1976 through spring 1977. CLENE will make formal recommendations, based on these ideas, in September 1977.

WHY... A recognition system can serve to encourage, support and recognize the efforts of those who continue their education. It is based on the premise that a carefully designed continuing education program will enhance an individual's competency and recognition will encourage involvement. This should, in turn, strengthen employee effectiveness and improve service to the community.

The project was inspired by the fact that various professional groups were talking about developing their own systems. Surveys conducted by the National Commission on Libraries and Information Science (NCLIS), as well as state, regional and national studies, had revealed keen interest in developing incentives for continuing education.

The Southwestern Library Association's report on Continuing Education for Library Staffs in the Southwest, for instance, recommended a recognition system as "an integral component in an effective continuing education program."

HOW... This project is being funded by the U.S. Office of Education Program for Library Research and Demonstration under Title II-B, Higher Education Act.

Along with this study, a prototype home-study course is being developed which seeks to demonstrate one type of nontraditional study that can help minimize barriers (particularly geographic) to participation in continuing education activities. This course, Motivation: A Vital Force in the Organization, is currently being pre-tested by 80 participants in the home-based study program. If you are interested in more information about this course, please write to Motivation, CLENE, at the address in the corner.

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE
620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635-5825

June 1977

APPENDIX B-8
RECOGNITION/HOME STUDY PROJECT
BIBLIOGRAPHY

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"CLENE Receives USOE Funding for 1976/1977." 1 (September 1976), 4.

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"The Continuing Saga of CLENE: Officers, OE Grants, Publications." American Libraries, 7 (September 1976), 530-31.

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Lindsey, Elizabeth
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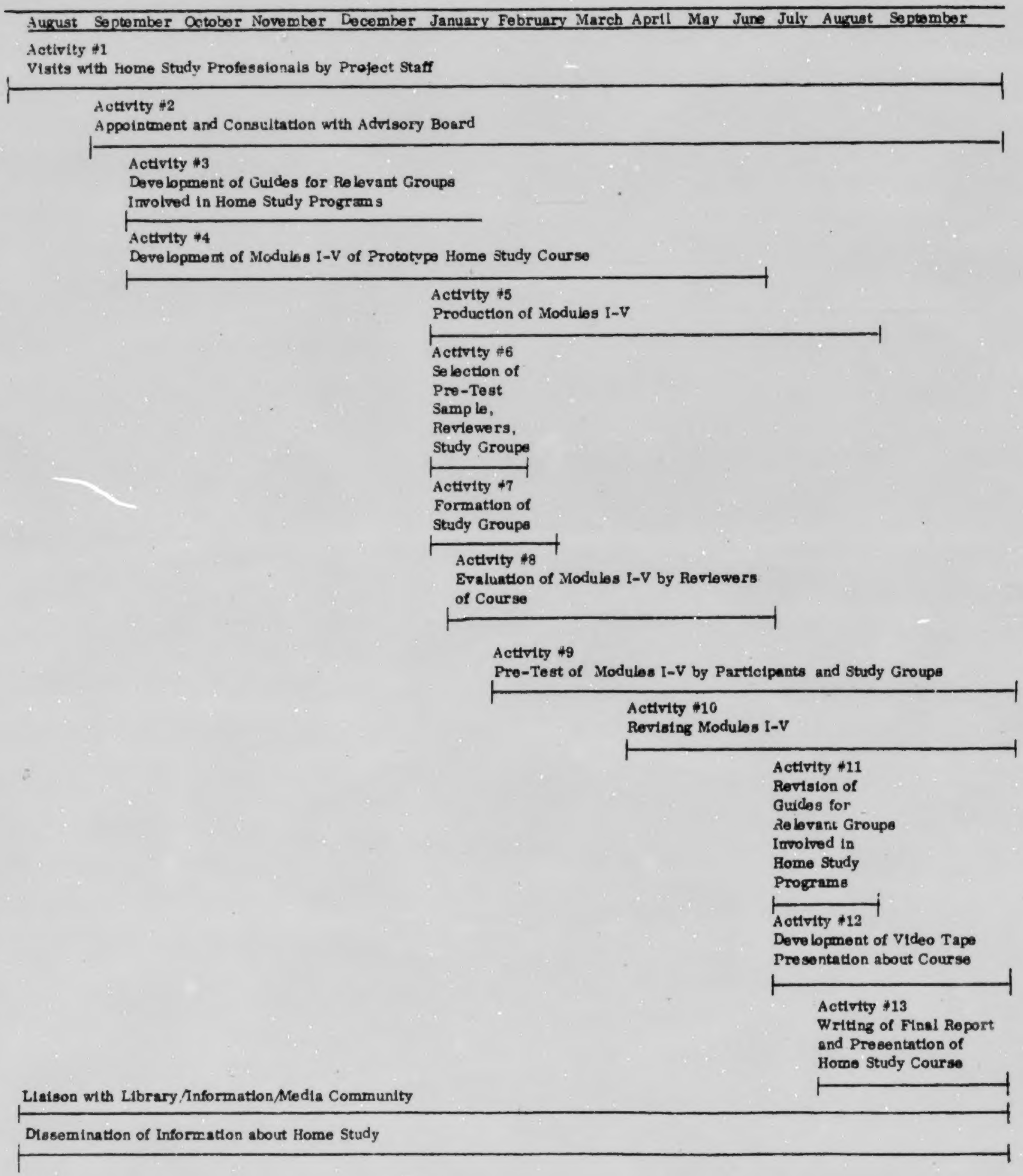
"What Motivates You to Pursue Continuing Education." Audio-Visual Instruction, 1 (December 1976), 4.

APPENDIX B-9

SCHEDULE OF ACTIVITIES IN DEVELOPMENT OF PROTOTYPE HOME STUDY COURSE FOR LIBRARY/INFORMATION/MEDIA PERSONNEL



APPENDIX B-10

GEOGRAPHICAL DISTRIBUTION OF 65 PARTICIPANTS IN PRE-TEST OF PROTOTYPE HOME STUDY COURSE

ALABAMA	1	NEBRASKA	2
ALASKA	6	NEW JERSEY	5
CALIFORNIA	5	NEW YORK	3
COLORADO	1	OHIO	3
FLORIDA	2	OKLAHOMA	8
GEORGIA	2	TENNESSEE	1
IDAHO	2	TEXAS	1
ILLINOIS	1	VIRGINIA	3
INDIANA	1	WASHINGTON	1
IOWA	2	PUERTO RICO	1
KENTUCKY	1	U.S. PERSONNEL IN INDIA	1
MARYLAND	3		
MICHIGAN	8		65*
MINNESOTA	1		

*There were 76 enrollees in February 1977

10 were "no starts" and did not return the first exercise

1 person audited the course, but participated in the study group

APPENDIX B-11

REVIEWER'S
EVALUATION FORM FOR MODULES ON MOTIVATION: A VITAL FORCE IN THE ORGANIZATION

Name of Evaluator:

Address:

Area Code and Telephone:

Module being evaluated: ( ) Guide ( ) #1 ( ) #2 ( ) #3 ( ) #4 ( ) #5
(Please check one that applies.)

Please answer the following questions with respect to the educational usefulness of the module.

1. How would you rate the stated educational objectives of this package?
   - ( ) Extremely important objectives
   - ( ) Generally desirable objectives, but not extremely important
   - ( ) Not very important, one way or the other
   - ( ) Harmful or undesirable objectives

   Comments:

2. How would you rate the methods used to help the students achieve the objectives?
   - ( ) Quite comprehensive and appropriate for the stated objectives
   - ( ) Adequate, but insufficiently comprehensive
   - ( ) Not appropriate for the stated objectives

   Comments:

3. How would you rate this material in comparison with the other educational materials of a similar nature with which you are familiar?
   - ( ) Better
   - ( ) About the same
   - ( ) Inferior

   Comments, including the material you had in mind when making this rating.

For what level and type of students would this package be potentially most useful?

	Clearly Appropriate	Possibly Appropriate	Unlikely to be Appropriate
Upper Level Management	( )	( )	( )
Lower Level Management	( )	( )	( )
First Line Supervisor	( )	( )	( )

Please answer the questions below with respect to the factual content of the package. Remember that it is not supposed to present original scholarly research, but material that is factually accurate and of sufficient importance to be transmitted to students.

1. Is the factual and conceptual content accurate?
___Yes
___No (Please Explain)___________________________________

2. Are there any important omissions which render the item biased, distorted, or incomplete?
___Yes (Please Explain)___________________________________

___No

How would you rate the intellectual quality of the content?

___Better than most research and scholarship published in the field.
___Equal to most research and scholarship published in the field.
___Equal to the normal range of research and scholarship published in the field.
___Inferior to the normal range of research and scholarship published in the field.
___Inadequate, even for introductory educational material.

Comments:___________________________________

Please add any comments, including suggestions for improving the content:

Name: ______________________________
(optional)

APPENDIX B-12

EVALUATION OF MODULE I

Now that you have completed this module, we would appreciate having your reactions and critical comments. Please answer the questions below and feel free to make additional comments. If more space is needed, continue on the back of this page. Please mail to:

Motivation: A Vital Force in the Organization
CLENE Home Study Project
620 Michigan Avenue, N.E.
Washington, DC 20064

1. All things considered, how would you rate this module?

1	2	3	4
excellent	good	mediocre	poor

2. Were the directions and the instructions included throughout the module sufficient?

1	2	3	4
ample	sufficient	minimally sufficient	insufficient

3. Was the material presented in a logical form?

1	2	3	4
very logical	reasonably logical	minimally logical	illogical

4. Was there a sufficient variety of activities?

1	2	3	4
ample variety	sufficient	minimally sufficient	insufficient

5. Did the module contain the right amount of material?

1	2	3	4
too much	just right	about right	too little

6. What was the best thing about this module?

7. What was the worst thing about this module?

Additional Comments:

APPENDIX B-13

EVALUATION OF GROUP STUDY/
BY PARTICIPANT

____
Name (Optional)

Module _______
Study Group _____ Alaska
_____ Oklahoma
_____ Michigan

Now that you have had your first meeting with your home study group on the course Motivation: A Vital Force in the Organization we would appreciate having your reactions and comments. Please answer the questions below by checking the response which most nearly reflects your opinion or evaluation of the experience. If more space is needed, please continue on the back. You will notice that this evaluation is a self-mailer. Your comments will help us make the study group experience a more worthwhile one for all concerned. Thank you.

--The Home Study Project Staff

1. In general, do you think studying together as a group helps you to better understand and assimilate the concepts and information presented in the module?

__ extremely helpful __ very helpful __ helpful __ not very helpful

2. Did knowing that you would be studying the material in a group help motivate you to get lessons completed sooner or better?

__ Yes, it motivated me. __ No, it did not effect my motivation.

3. Do you think exercises should be done before or after the discussion to get the most benefit from both the exercises and the discussion?

__ Before going to the discussion __ After going to the discussion.

4. Were the exercises used as a vehicle for group discussion. __Yes __ No

If yes, did you find them sufficient as a vehicle for discussion, or should there be a separate section in each module on suggestions or problems to be raised especially in the study group?

___ Exercises were a sufficient vehicle for discussion.

___ There should be a separate section of suggestions or discussion topics.

5. Did you complete the self test before you attended your group session?

___ Yes ___ No

APPENDIX B-13 (Page 2)

5. (continued)

If yes, do you feel you got more out of the discussion because you completed it before going to the session? __ Yes __ No

6. Were audio-visual aids and supplementary materials presented at the session? __ Yes __ No

If yes, were these aids and materials helpful to your understanding of the concepts? __ Yes __ No

7. How would you rate the interaction of the group during the discussion?

__ Extremely lively __ Very lively __ Lively __ Limited interaction

8. Did you feel every one had an equal chance to express their ideas during the discussion session?

__ Everyone had an equal change

__ Ideas were presented by some members

__ Almost everyone joined in

__ Only one or two expressed their opinion

9. What was the chief benefit of the study group experience to you?

10. What could be done to make the study group experience more valuable to you and your understanding of concepts and materials presented in the module?

Additional Comments:

MOTIVATION: A VITAL FORCE IN THE ORGANIZATION
CLENE HOME STUDY PROJECT
620 Michigan Avenue
Washington, D.C. 20064

APPENDIX B-14

EVALUATION OF GROUP EXPERIENCE ON MODULE __: BY STUDY GROUP ADVISOR

Now that you have had your ____ meeting with your home study group we would appreciate having your reactions and comments. Please answer the questions below by circling the number on the scale of 1 to 8 that most nearly reflects your evaluation. Feel free to make additional remarks. If more space is needed, continue on the backs of the pages.

Please mail to: Motivation: A Vital Force in the Organization
CLENE Home Study Project
Box 1228
620 Michigan Avenue, N.E.
Washington, D.C. 20064

1. What was the size of the group?__________. Did you find that size group to be easy to work with?

1	2	3	4	5	6	7	8
very easy to work with		easy to work with		too many to work with		not enough to work with	

2. How would you describe the preparation of the group?

1	2	3	4	5	6	7	8
extremely well prepared		very well prepared		well prepared		not prepared at all	

3. How would you describe the group's ability to comment on and discuss the material they were to have studied?

1	2	3	4	5	6	7	8
extremely conversant		very conversant		conversant		not conversant	

4. How would you describe the group's ability to share discussion time?

1	2	3	4	5	6	7	8
shared time extremely well		shared time very well		shared time well		did not share time well	

5. Were materials suggested as supplements to the provided module and readings easy to locate?

1	2	3	4	5	6	7	8
very easy to locate		easy to locate		difficult to locate		very few were available	

6. Did you find the materials and guides provided by the Project Office were helpful in giving you suggestions for solving problems that arose?

1	2	3	4	5	6	7	8
extremely helpful		very helpful		helpful		not helpful at all	

APPENDIX B-14 (Page 2)

Evaluation/ Study Group Advisor
Page 2

7. What are your suggestions for making the group discussions more meaningful to both you and your students?

8. Briefly describe any problems you had with the organization of the meeting, acquiring additional materials for discussion, problems with group dynamics, etc.

9. Please list which materials suggested for further study in Module which you shared with your group. Please check those items on your list which you thought were particularly helpful to you and your group members.

10. Please list additional materials not mentioned in Module which you shared with your group. Please check those itmes on your list which you thought were particularly helpful to you and your group members.

Additional Comments.

Name____________________

428

APPENDIX B-15

FEEDBACK

CLENE HOME STUDY PROJECT

MOTIVATION: A VITAL FORCE IN THE ORGANIZATION

1. MY OVERALL REACTION TO THE CONCEPT AND CONTENT OF THE COURSE IS:

2. WHEN THE COURSE IS REVISED OR UPDATED, I WOULD RECOMMEND:

3. HOW DO YOU EVALUATE THE IMPORTANCE OF HOME STUDY TO THE CONTINUING EDUCATION NEEDS OF THE LIBRARY, MEDIA, AND INFORMATION SCIENCE COMMUNITY?

Date ______________________________

Name ______________________________

Title ______________________________

Address ______________________________

City ____________ State ____________ Zip ____________

PLEASE RETURN THIS FORM TO:
CLENE HOME STUDY PROJECT
620 Michigan Avenue, N.E.
Washington, D.C. 20064

again, thanks!

APPENDIX B-16

FACT SHEET

CLENE

PROTOTYPE HOME-STUDY COURSE

IS TITLED:	Motivation: A Vital Force in the Organization A Home-Based Study Course for Library/Media/Information Personnel
DEVELOPED BY:	Fred M. Peterson, Ph.D., Assistant Professor; Mary C. Chobot, MLS, Instructor; and Elizabeth W. Stone, Ph.D., Professor, Graduate Department of Library and Information Science, The Catholic University of America
DESIGNED FOR:	managers and supervisors in libraries/media resource centers/ information centers, as well as anyone who desires a better understanding of people in their work situation.
CONSISTS OF:	five modules, or units, that will cover such topics as: motivation in the organizational setting/ individual needs: organizational responses/ integrating individual and organization goals/ the manager's role in motivation: leadership styles/ creating a motivational climate in the organization
COMMITMENT:	each module takes about 10 to 15 hours of work--studying the narrative text and several readings from management literature/ taking the self tests / completing the exercises. faculty evaluators who have been selected from specialists in this area appraise and comment, by way of correspondence, on exercises and final examination.
UPON COMPLETION:	5 CEUs (Continuing Education Units) will be given upon successful completion of the course, including final examination.
IS BEING PRE-TESTED:	from March through July 1977 by 80 practitioners, at every level of employment, in twenty-five states and Puerto Rico. Most of the participants are following the course as individuals; but about one-third of the volunteers--in Lansing, Mich., Tulsa, Okla., Juneau, Alaska--meet periodically in small study teams to discuss the course. These approaches demonstrate two types of home study.
IF YOU ARE INTERESTED:	Write to Motivation: A Vital Force in the Organization, CLENE, 620 Michigan Ave., N.E., Washington, D.C. 20064.

This course is part of the project entitled Development of a Model Continuing Education Recognition System for Library/Media/Information Science Personnel Including Provision for Nontraditional Studies and the Development of a Prototype for Home Study Programs.* It seeks to demonstrate one type of nontraditional study that can help minimize barriers (particularly geographic) to participation in continuing education activities.

CONTINUING LIBRARY
EDUCATION NETWORK
AND EXCHANGE
620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635-5825

*Funded by the U.S. Office of Education Program for Library Research and Demonstration under Title II-B, Higher Education Act.

June 1977

APPENDIX B- 17

A VIEW OF HOME STUDY IN A TEAM LEARNING MODE

This summary of attitudes about the CLENE Home Study Program, Motivation: A Vital Force in the Organization, is based on personal interviews conducted in Tulsa, Oklahoma, where nine library/media personnel participated in the USOE sponsored pre-test. Seven met periodically in a study team to discuss the text and readings, and two took the course independently. The participants were interviewed between the third and fourth modules of the five-part course. With such a small group of participants it is not possible to reach a conclusion about the effectiveness of individual home study vs. the group study approach. Therefore, the following remarks are presented as a case study of the experiences and reactions of one group.

The study group, consisting of seven, met together once a week, at the Tulsa City-County Library (TCCL) and then again with an advisor/facilitator from the University of Tulsa College of Business Administration, to discuss each module. Audiovisual materials were frequently used to enrich these sessions.

All of the participants completed prescribed exercises on their own. The exercises were then sent to an evaluator who appraised them and offered additional comment, via correspondence.

The Tulsa participants represented nearly 15 percent of the program pre-test and were selected because they were testing both modes of home study: independent and study team. Each participant was asked about correspondence study in general and the CLENE Motivation course in particular. The responses can be grouped as follows:

- General attitudes about correspondence-type learning
- Preference for handling the exercises: writing vs. telephone or taping
- Opinion about role of faculty evaluator in the program
- Advantages of correspondence study in a study group format
- Ideas regarding composition of a study group
- Opinions about content and readings of Motivation course
- Opinions about audiovisual materials
- Ability to apply in the work situation some of the ideas and principles from Motivation course

General Attitudes about Correspondence Type Learning

Most of the people taking the Motivation home study course considered correspondence study from the viewpoint of the study group mode, and therefore combined it with the social benefits of learning with others. There were, however, some specific opinions about learning through correspondence.

Three participants had taken a correspondence course or some type of independent study in the past and were interested in this mode of study. Two participants said that they were predisposed to correspondence study, but had never seen one before that suited their needs.

The remaining four participants said that they had never been attracted to correspondence study before either because they did not care for independent study or because they felt that it lacked stimulation.

All participants were enthusiastic about the fact that this course was written especially for librarians. One of the participants was especially articulate about the need for such programs: for librarians who are isolated from educational opportunities and also from contact with other librarians. She is in charge of a small special library, situated several miles from any other libraries. Since she is tied to a set schedule she cannot easily get away to workshops or courses. In addition, in her state--Oklahoma--there are only 46 members of the Special Libraries Association, and of these, only 8 are active in association activities. This makes exchange with fellow professionals with similar problems very difficult. Although she is located in a metropolitan area--Tulsa--she sees her position as one of situational isolation, rather than geographic. She particularly sees the need for programs that can overcome situational and geographic barriers, that are suited to the needs of library employees.

Preference for Handling the Exercises: Writing vs. Telephone or Taping

Although many of the participants did not enjoy writing out the answers to the exercises, they felt that this was probably the most efficient way to handle them. Most felt that they would not feel comfortable about telephone conversations with the faculty evaluator, and that tapes would be too one-sided.

One participant suggested the possibility of setting up a speaker phone with a study group where the faculty evaluator could talk with all of the participants at once.

Some participants did like the idea of communicating by phone, however, as they preferred the immediate response, rather than having to write things out once an idea had been formulated.

Responses to this question really depended on an individual's personal style. The majority felt that the telephone and the tape recorder would just not be interesting or comfortable for them.

Opinion about Role of Faculty Evaluator in the Program

Most of the participants considered the faculty evaluator to be the best part of the program for them. Participants were impressed with comments of their faculty evaluator and the depth with which he responded to the exercises. It was obvious to them that he spent time on his comments and they looked forward to them. Since he understood the problems that they experienced in a library, a rapport was obviously established.

Several agreed that it was an excellent idea to have the evaluator come from within the profession, and to have the group facilitator come from another discipline. Because of the value of these different viewpoints they felt it would not be advisable to have the group facilitator serve as evaluator as well.

One drawback to this kind of interchange was noted by the participants and also by the faculty evaluator: they found that they had to go back to previous material, after receiving the exercises, to refresh their memories about the text.

A few of the participants, however, did feel that this part of the course was anticlimactic, this is, to send off an exercise and then wait for the response. It was agreed that if a person were taking the course alone, for credit, then this kind of feedback would be necessary. But where a group discussed the problem together and suggested possible solutions, this part of the course might be dispensable.

Some felt there was so much interplay and exchange in the group that this satisfied the need for feedback. Writing out the exercises actually amounted to busy work for them. The reading and the discussion were the meaningful parts of the program.

Another participant felt that her thinking was kept on track through the feedback that she received from the faculty evaluator.

The consensus seemed to be that the group facilitator--who actually complements the course material--should not be faculty evaluator--who needs to be more involved with the application of the theory.

One participant's opinion: "terrific, just terrific!" Many felt that the faculty evaluator had gone far beyond what they had expected in response to their exercises and that he was obviously involved in what they were trying to learn.

Advantages of Correspondence Study in a Study Group Format

Everyone in the study group agreed that they would probably not have kept up with the course if they had not been involved with the group. They found that the scheduled meetings disciplined their study and urged them to keep up. Most had difficulty fitting in the preparation with their other activities and therefore needed some impetus. They felt that they required a deadline.

One participant said that he was not at all attracted by the promise of being able to pursue home study at his own pace. He needed the deadline of a scheduled meeting to get anything done.

Another participant observed that regular meetings with a group kept a person from running through a course too fast and thereby forgetting what was read.

Most of the participants agreed that there was great value in having had a facilitator advise the study group who was from outside the profession, as in the case in Tulsa. This introduced new ideas. Several commented that they did not always agree with what he said, but this diversity always prompted good discussion.

One participant had taken the course independently for a while and then with the study group and found that she did better with the group. She was motivated to prepare for the meetings and to meet deadlines.

Both of the participants who took the course independently said they would prefer to have taken the course with the group, but for various reasons they had not.

Ideas Regarding Composition of a Study Group

There was general agreement that this particular course had an easy-to-follow format, was well laid out, and that the directions were clear. In addition, it was appealing to have all the readings included so that there was no need to run around looking for them.

Most participants found that the readings were useful although some were considered quite dull and poorly written. But the participants felt that this was the nature of the field and they could bear with it.

Ability to Apply in the Work Situation Some of the Ideas and Principles from Motivation Course

Some participants observed that they were better able to understand their own work situation after they started the course. There was the feeling that the information learned from this course could be useful in getting along with the people one works with--one does not have to be a supervisor to profit from it. The application of motivational principles was difficult, several agreed, but at least a person was made aware and then more aware. Study of this subject can help an individual to recognize certain situations and possible ways to handle them.

Several participants, particularly supervisors, found that they were able to apply some ideas in their work situations, but found it difficult to effect change. They felt that the most valuable aspect of group study was the directed exchange of ideas.

Several agreed that in many cases the theories sound marvelous, and that they could apply some principles to some people, but they saw the distance between theory and practice. It is not possible to motivate all people simply with knowledge of a principle. Some discovered that it was difficult to introduce change into an organization, that some subordinates were confused by changes they had tried to make.

A few of the participants had studied management, or had taken courses in this area before, but they found that this course had refreshed their memories, given them new insights, and had helped them resolve specific problems, through discussions with the group. In fact, some of the TCCL supervisors had redesigned a job that had a history of high turnover, using the classic principles of motivation.

One participant, who had no supervisory responsibilities, said that she thought in terms of how she would do something if she were a supervisor. She had also talked with her supervisor about some of her insights.

Most of the Tulsa participants stated that one of their chief reasons for taking the course was to help them reach their future career goals, as diverse as they might be.

Summary

These notes are presented here to give some insight into the manner in which a group used the prototype course. It is impossible, with the small number in this group, to postulate any conclusions about which home study format--individual or group--led to the greater amount of learning on the part of the participants.

However, from the administrative point of view, it can be stated that home study via the group approach is considerably more complicated for those who coordinate the program. If group facilitators are paid, as they were in the pre-test, it is a great deal more expensive than the individual mode of home study.

APPENDIX B-18

CEU CHECKLIST FOR SOCIETIES [1]

I--DESIRABILITY

1. Is conscious preparation and development a help in getting ahead in careers in your field?

2. Do people in your field seek information in courses, seminars, etc., as well as through practical experience?

3. Are non-degree courses and programs useful in your field?

4. Is your society offering, or do you plan to offer, courses or seminars?

5. Would an instructional record be useful to people in your field...

    - for getting a job?
    - for a promotion?
    - for certification?
    - for recertification?
    - for society membership?
    - for advancement in grade?

6. Would your individual or company members look on CEU's favorably as a record of development efforts?

7. Is there an important segment of your field for which there is no recognized college degree or similar channel of preparation?

8. Would it be helpful to employers or others for your organization to examine and certify practitioners?

---

[1] John W. Enell, "CEU Checklist for Societies." Paper presented at the Conference on the Continuing Education Unit in Business, Industry, Government, and Associations, Washington, D.C., Dec. 8, 1975. (Mimeographed).

I--DESIRABILITY (CONT'D.)

9. Would it be useful to state requirements for study for certification or recertification in CUE's?

II--FEASIBILITY

1. Does your society offer organized training in its field?
2. Does your training organization meet the administrative criteria for the CEU?
3. Do your instructional sessions meet the program criteria?
4. Do you or could you keep instructional records over a long period of time?
5. Can you handle the costs of the procedures and record system?

III--SETTING UP THE SYSTEM

1. Determine how CEU values will be reliably assigned to each course.
2. Work out how registrant information, especially social security numbers, will be obtained.
3. Determine how attendance will be checked and reported.
4. Provide for flow of above to data bank.
5. Design and arrange for issuance of individual certificates.

III--SETTING UP THE SYSTEM (CONT'D)

6. Plan for retention of records (course titles, outlines, dates, registrants, etc.)
7. Plan for retrieval of data by person.
8. Arrange for issuance of transcripts on request.

IV--ASSIGNING RESPONSIBILITIES

1. Who will study feasibility?
2. Who will decide whether to go ahead?
3. Who will design information system?
4. Who will work out procedures?
5. Who will assign CEU values?
6. Who will record participation or grades?
7. Who will obtain social security numbers?
8. Who will verify that information is obtained for each course?
9. Who will design certificates, record forms, transcripts?
10. Who will program computer?
11. Who will issue certificates?
12. Who will keep permanent records?
13. Who will announce CEU's to your staff and constituency?

IV--ASSIGNING RESPONSIBILITIES (CONT'D)

14. Who will answer letters and phone questions about CEU's?

15. Who will search records and issue transcripts?

V--COMMUNICATING

1. Explain CEU aims and requirements to your staff.

2. Disseminate information about CEU uses to your members or public.

   - Press release
   - Copy for course brochures
   - Copy for catalogs
   - Page in course notebook
   - Booklets

3. Explain CEU aims and procedures to your instructors.

   - attendance or grades
   - social security numbers

4. Tell participants how to get transcripts.

CLENE
CONTINUING LIBRARY
EDUCATION NETWORK
AND EXCHANGE
620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635-5085

APPENDIX B-19

I.D. No.: ____________
1977
Mail Code: ____________

FORM FOR DATA BASE FOR CONTINUING EDUCATION COURSES AND PROGRAMS FOR LIBRARY, INFORMATION, AND MEDIA PERSONNEL

OUTLINE OF DATA SHEET

So that you may have an overall view of the major fields of information covered in the data sheet, the following outline is presented:

FIELD OF INFORMATION COVERED IN QUESTIONNAIRE

A. Category (Subject)
B. State
C. City
D. Title, Course, Program
1. For (target audiences)
2. Sponsor(s)
3. At (institution, agency where held)
4. Mode
5. Time
6. Methods
7. Credit
8. Recognition
9. Level
10. Fees
11. Entrance requirements
12. Preparation for program
13. Teacher/Leader
14. Descriptive Materials
15. Evaluation
16. Contact
17. Job Placement Services
18. Special Equipment Needed
19. Objectives

Please fill out one data sheet for each course, program, module, package you offer in the area of library, information science and media continuing education. Please try to check all that applies in each of the 23 sections. The more information prospective participants have, the more apt they are to register and the more help this directory and data base will be to program planners.

A. Indicate the category heading for the course/program/module/package. Your program will be listed under the heading you indicate.

1. Circle the ONE heading under which you wish your program listed as the main entry in the body of the printed directory.
2. If necessary, you may check [✓] up to three additional headings, to be used as cross references to your main entry in the printed directory. There will also be cross references to your program by geographical location and leaders of your programs.

1. ☐ Academic Librarianship
2. ☐ Administration and Management
3. ☐ Adults, Materials and Services for
4. ☐ Archives
5. ☐ Art Librarianship
6. ☐ Automation and Data Processing
7. ☐ Bibliography
8. ☐ Bibliotherapy
9. ☐ Budgeting and Financial Management
10. ☐ Buildings and Facilities
11. ☐ Cataloging & Classification
12. ☐ Children, Materials & Services for
13. ☐ Church Librarianship
14. ☐ Communication of Knowledge
15. ☐ Communications
16. ☐ Conservation & Preservation of Library Materials
17. ☐ Continuing Education
18. ☐ Contracting for Libraries
19. ☐ Data Bases (Including Construction)
20. ☐ Disadvantaged, Materials and Services for
21. ☐ Education for Librarianship
22. ☐ Educational Technology
23. ☐ Evaluation (Techniques & Methods)
24. ☐ Federal Librarianship
25. ☐ Government Documents
26. ☐ Governmental Relations Pertinent to Libraries
27. ☐ Grantsmanship
28. ☐ Handicapped, Materials and Services for
29. ☐ History of Books, Printing and and Libraries
30. ☐ Human Resources Development
31. ☐ Indexing and Abstracting
32. ☐ Information Broker/ Free Lance Librarian
33. ☐ Information Counselling
34. ☐ Information Science
35. ☐ Information Systems & Networks
36. ☐ Institutionalized, Materials & Services for
37. ☐ Intellectual Freedom
38. ☐ Int'l Comparative Librarianship
39. ☐ Introduction to Librarianship
40. ☐ Law Librarianship
41. ☐ Library as a Social Organization
42. ☐ Library Technicians, Programs for
43. ☐ Literacy
44. ☐ Map Librarianship
45. ☐ Media: Design, Production
46. ☐ Medical Librarianship
47. ☐ Minorities, Materials & Services for
48. ☐ Music Librarianship
49. ☐ Needs Assessment
50. ☐ Prison Librarianship
51. ☐ Public Librarianship
52. ☐ Public Relations
53. ☐ Public Services
54. ☐ Publishing
55. ☐ Rare Book Librarianship
56. ☐ Reference
57. ☐ Reprography
58. ☐ Research
59. ☐ School/Media Librarianship
60. ☐ Selection & Acquisition of Library Materials
61. ☐ Serials Control
62. ☐ Special Librarianship
63. ☐ Staff Development
64. ☐ State Library Agency Work
65. ☐ Storytelling
66. ☐ Systems Analysis
67. ☐ Technical Services
68. ☐ Training Trainers
69. ☐ Trustees
70. ☐ Unionization
71. ☐ User Orientation & Education
72. ☐ Young Adults, Materials & Services for

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*Data base funding from 15 state agencies: Arkansas, Florida, Idaho, Illinois, Maryland, New Hampshire, New York, North Carolina, Ohio, Oregon, Pennsylvania, Vermont, Virginia, Washington, and Wisconsin.

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B. (100) State(s) where course/program will be held: ______________

C. (101) City where course/program will be held: ______________

D. (102) Title of course/program/module/package ______________

1. FOR: (target audience and maximum number to be accepted-in parentheses) *Please check all that apply.

(103) ☐ Clericals ( )
(104) ☐ Librarians with MLS or more ( )
(105) ☐ Library Technicians ( )
(106) ☐ Operating Librarians without MLS ( )
(107) ☐ Paraprofessionals ( )
(108) ☐ Administrators ( )
(109) ☐ Middle Managers ( )

(110) ☐ Library Users ( )
(111) ☐ Trustees ( )
(112) ☐ Technical Information Specialists ( )
(113) ☐ Information Science Specialists ( )
(114) ☐ Media Specialists ( )
(115) ☐ Other-please specify______________ ( )
(116) ☐ No target ( )

Are special groups recruited?

(117) ☐ Blacks ( )
(118) ☐ Spanish surnamed ( )
(119) ☐ Native Americans ( )

(120) ☐ Handicapped ( )
(121) ☐ Other-please specify______________ ( )

2. SPONSOR(S):
a. Primary Sponsor:
(122) Name of institution or organization (including department or division) sponsoring course: ______________
(123) Address: ______________
Street City State Zip
Phone: (area code)________ (number) ____________
b. Co-Sponsor (if any) (Name only)
(124) Name: ______________

3. AT: (Institution and/or Location, e.g., hotel, agency, etc., of course, if other than above)
(125) Name: ______________
(126) Where given (building, room, etc.): ______________
(127) City where course/program offered:
____
Street City State Zip

4. MODE of course/program (Please check one in each section)*
a. (128) ☐ Continuous (e.g., 6 hours daily for 5 consecutive days)
(129) ☐ Intermittent (e.g., one day a week for 10 weeks)
(130) ☐ Once only (no plans to repeat course)
(131) ☐ Circuit (given by developers at several locations; append list of cities and dates offered in each)
(132) ☐ Offered on a regular basis each year
(133) ☐ On demand (transportable courses, programs or labs, which are already developed and available for local groups to use, including standardized syllabi, etc., which can be used "on demand" by a local group with or without instructors.)

b. (134) ☐ Cassettes/Tapes
(135) ☐ Classroom Presentation
(136) ☐ Clinic
(137) ☐ Home Study or Home Study/Group Study
(138) ☐ Independent Study (e.g., knowledge packages, programmed learning, etc.)
(139) ☐ Institute

(140) ☐ Internship/Practicum
(141) ☐ Scholar in Residence Program
(142) ☐ Seminar
(143) ☐ Television or Television/Classroom
(144) ☐ Tutorial
(145) ☐ Workshop
(146) ☐ Other (if course or program is not in any of above categories, please specify how it differs)______________
____

5. TIME: (Duration)
a. (147) Number of days covered by program: ______________
b. (148) Span of time: from__________ to__________ (149) From:__________ to__________
month/day/year month/day/year month/day/year month/day/year
(150) From:__________ to__________ (Use additional spaces if course/program is to be repeated between 5/1/76 and 4/31/77)
month/day/year month/day/year
c. (151) Number of hours of instruction (contact hours)__________
(152) Approximate hours of student preparation time__________
(153) Total hours (including field experience, outside activities, etc.)__________
d. Participants meet: (154) ☐ Daily (155) ☐ Weekly (156) ☐ Bi-Weekly
(157) ☐ Monthly (158) ☐ Bi-Monthly (159) ☐ Other__________
(160) Number of times course/program has been presented to date: ______________
e. (161) Application deadline______________

*See attachment for some definitions.

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6. SUPPORTIVE METHODS (check as many as apply)
(162) ☐ Audio tapes or cassettes
(163) ☐ Case study materials
(164) ☐ Computer-assisted instruction
(165) ☐ Discussions
(166) ☐ Diagnostic tests
(167) ☐ Field experience
(168) ☐ Films
(169) ☐ Games
(170) ☐ Laboratory work
(171) ☐ Lectures
(172) ☐ Open questions
(173) ☐ On-site visits
(174) ☐ Overhead projection
(175) ☐ Panel presentations
(176) ☐ Personalized System of Instruction (PSI)
(177) ☐ Picture Boards
(178) ☐ Programmed instruction(self-teaching device
(179) ☐ Problem sets and exercises
(180) ☐ Radio
(181) ☐ Reading materials
(182) ☐ Role-playing exercises
(183) ☐ Simulation methods
(184) ☐ Slides/filmstrips
(185) ☐ Team teaching
(186) ☐ Telephone (conference calls)
(187) ☐ TV or video tapes
(188) ☐ Other (please Specify): ________

7. CREDIT (please check type, plus number of credits in parentheses):
(189) ☐ Audit ( )
(190) ☐ Continuing Education Units ( )
(191) ☐ Graduate credit ( )
(192) ☐ Undergraduate credit ( )
(193) ☐ Credit toward Post-MLS Certificate ( )
(194) ☐ No credit
(194a) ☐ No credit option

8. RECOGNITION given for completion (other than credit):
(195) ☐ Grade
(196) ☐ Certificate
(197) ☐ Letter
(198) ☐ Public Acknowledgement (press releases, newsletters, banquets, etc.)
(199) ☐ None
(200) ☐ Other(please specify): ________

9. LEVEL (Please check one):
(201) ☐ Basic or beginner
(202) ☐ Intermediate
(203) ☐ Advanced
(204) ☐ Other (Please specify): ________

10. FEES:
(205) ☐ Tuition ________
(206) ☐ Board ________
(207) ☐ Other Fees ________
(208) ☐ Total ________
(209) ☐ None

Living accommodations available on campus? (210) ☐ Yes (211) ☐ No
(212) ☐ Single (213) ☐ Couples (214) ☐ Mandatory

11. ENTRANCE REQUIREMENTS:
(215) ☐ None
(216) ☐ MLS Degree
(217) ☐ BA,BS Degree
(218) ☐ AA,AS Degree
(219) ☐ Certain pre-requisite courses (list): ________
(220) ☐ ________(no.) years of experience in library and information science field
(221) ☐ Certain types of work experience(specify): ________
(222) ☐ Other (please specify): ________

12. PREPARATION for program:
(223) ☐ Readings prior to program
(224) ☐ Materials to be brought
(225) ☐ Pre-test
(226) ☐ Other (please specify): ________
(226a) ☐ None

13. TEACHER/LEADER: Name ________ Position ________
(227)Institution ________ Location ________ Phone ________

14. DESCRIPTIVE MATERIALS on program available:
(228) ☐ Articles
(229) ☐ Brochure
(230) ☐ Catalog
Please send samples of all available materials.
(231) ☐ Syllabus
(232) ☐ None
(233) ☐ Other (please specify): ________

15. EVALUATION:
(234) ☐ By participants
(235) ☐ By an expert
(236) ☐ By panel of experts
(237) ☐ Internal system of evaluation
(238) ☐ External system of evaluation
(239) ☐ Other(please specify): ________
(240) ☐ No evaluation

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16. PERSONS TO CONTACT for more information (including registration materials):
(241) Name: ____________
(242) Address (if different from sponsor's): ____________
Street
____
City State Zip
(243) Telephone: ____________

17. Are there any type of JOB PLACEMENT SERVICES available to those who complete the program? (244) yes [ ] (245) no [ ]

1 . SPECIAL MATERIALS or equipment needed for the program: ____________
(246) [ ] Supplied by sponsor (247) [ ] Supplied by participant (248) [ ] None needed

1 . OBJECTIVES: Please state in terms of learning objectives, e.g., a general goal statement and a list of specific objectives that indicate what the participant will be able to do after completing the program. Limit of 100 words. (This is a particularly significant element as it is probably the single most important factor in determining individual registration and in aiding curriculum planners in avoidance of duplication of opportunities already in the field. For example, a possible wording for a course in systems analysis might be: Upon successful completion of this course (or program or module, etc.) participants are expected to be able to:
-- analyze libraries as systems with interrelated subsystems
-- analyze a subsystem and evaluate it in terms of efficiency and effectiveness by applying appropriate systems analysis techniques
-- describe the entire systems development process with emphasis on the analytical phase of it
-- conduct a practical but limited systems study)

BACKGROUND INFORMATION (about responding organization)

Name of person completing questionnaire: ____________
Title: ____________
Name of organization for which you are completing questionnaire: ____________
____________ Telephone: ____________
Does your organization have one specific person or group that has special responsibility in the area of continuing education? ( ) Yes ( ) No
If YES, what is the title of this person or group? ____________
What is the name of this person or group? ____________
Have you completed a questionnaire for each course/program you offer? ( ) Yes ( ) No

If you need more data sheets to list all your continuing education courses/programs, you may duplicate this form, or write CLENE for more copies. Thank you very much for providing us the opportunity to list your courses and programs; you have helped us and the entire profession!

Please return to:

CLENE, Box 1228, 620 Michigan Avenue, N.E., Washington, D.C. 20064

BEFORE: November 15, 1976

APPENDIX C

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SUPPORTING CHAPTER 4

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SUPPLEMENTARY TABLES

INTRODUCTION

The data collected through the opinionnaire distributed to 82 voluntary discussion groups is presented in the TABLES in Series 1-.... The data collected through the 82 interviews in presented in the Series 2-..... and Series 3-..... TABLES. The fact that there are the same number of discussion groups as interviews is ;

HOW SCORES AND RANKS WERE OBTAINED FOR TABLES 1-1 AND 1-2

Out of the 82 groups responding to the opinionnaire a differing number of groups ranked the reasons for a recognition system. In the columns "a" through "f" are the results of those groups which did rank the items (i.e. the reasons or the activities) listed. Columns "l" through "p" record the groups which gave a response but not a ranking to the suggested reasons for a recogntion system.

There are two scores--unweighted and weighted. The unweighted score was obtained by multiplying the rank assigned by the group by the number of groups choosing that rank and summing the products and dividing by the total number of groups.

The number of participants varied between discussion groups and it was decided to assign weights on the basis of this number to each group according to the following graduated scale. The weights for groups under each category were added up and indicated on separate rows in these charts.

Number of Participants in Groups	Weight Assigned
1-5	1
6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31-35	7

For example, in the "Reason for recognition system" column, the second listing "Demonstrate Career Development Commitment", two groups ranked this item sixth. One of these groups had 11 members and one group had 14 members. The 11 member group was given a weight of "3" according to the chart above; the 14 member group was also given a weight of "3" according to the chart above. The total of these two weights is six. In computing the ranks the numbers in parentheses were then multiplied by the rank and the six products thus obtained were added and then divided by the total of the six weighted numbers (38+30+27+10+10+6=121) which yields a weighted score of 2.52 -- the weight assigned to that reason for a recognition system. The smallest score gets the first rank, the next smallest gets the second, etc.

Some groups did not rank the items, but just checked the item to show general agreement; this is tabulated in Column "1". Some groups indicated that they did not agree with an item; this frequency is given in Column "m". Still other groups neither ranked the item nor showed agreement or disagreement, but wrote a comment or statement about the item that was expressed in their group; this type of response is indicated in Column "n".

Column "o" indicates for each item the number of groups that specifically reported that they could not reach any consensus on that item. It should be noted that lack of consensus in a discussion group means the whole group did not agree--even though there may have been a clear majority one way or another.

Column "p" gives the number of groups for each item that gave no response to that item. "No response" was often because of lack of time rather than lack of interest or agreement.

This is the same system for weighting that is used in TABLE 1-2.

Both the unweighted ranking and weighted ranking in TABLES 1-1 and 1-2 are parallel, which indicates agreement between the methods of ranking.

TABLE 1-1

REASONS FOR A RECOGNITION SYSTEM FOR CONTINUING EDUCATION PARTICIPATION: RESPONSE PATTERN OF DISCUSSION GROUPS, (N=82 groups), 1976/1977

Reasons For A Recognition System	Group Response	Rank Assigned by Groups 1	2	3	4	5	6	Sub-total	Score Un-weighted	Score Weighted	Rank Order Un-weighted	Rank Order Weighted	General Agreement with Item Yes	No	Other Comments	No Consensus Reached on Item	No Response to Item	TOTAL
	Column	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q
Record Updating of Knowledge & Skills in New or Developing Fields or in Fields Related to Your Current Job	No. of Groups	32	16	10	1	2	1	62	1.34				8	0	3	2	9	82
	Assigned Weight	(68)	(44)	(17)	(1)	(5)	(2)	(121)		1.81			(14)	(0)	(9)	(3)	(20)	(183)
	Rank										1	1						
Demonstrate Career Development Commitment	No. of Groups	14	14	13	5	5	2	53	2.60				4	2	5	2	16	82
	Assigned Weight	(38)	(30)	(27)	(10)	(10)	(6)	(137)		2.52			(9)	(4)	(14)	(3)	(32)	(183)
	Rank										2	2						
Encourage Fulfillment of Personal Goals	No. of Groups	9	8	13	8	10	7	55	3.41				4	3	3	2	15	82
	Assigned Weight	(18)	(17)	(36)	(17)	(20)	(15)	(123)		3.40			(9)	(5)	(9)	(3)	(34)	(183)
	Rank										3	3						
Document Your Qualifications for Specialization	No. of Groups	4	14	7	19	4	6	54	3.43				5	1	3	2	17	82
	Assigned Weight	(8)	(31)	(13)	(53)	(5)	(11)	(121)		3.40			(13)	(1)	(9)	(3)	(36)	(183)
	Rank										4	4						
Furnish Evidence for Promotion	No. of Groups	7	12	8	8	8	8	51	3.43				6	2	4	4	15	82
	Assigned Weight	(11)	(25)	(16)	(21)	(22)	(19)	(114)		3.42			(13)	(2)	(12)	(8)	(34)	(183)
	Rank										5	5						
Document Activities that will Qualify You for Salary Increments or Merit	No. of Groups	7	14	9	5	8	10	53	3.43				6	4	3	2	14	82
	Assigned Weight	(15)	(27)	(24)	(14)	(18)	(21)	(119)		3.47			(14)	(7)	(9)	(3)	(31)	(183)
	Rank										6	6						

TABLE I-3

RANKING OF ACTIVITIES THAT MERIT CONTINUING EDUCATION RECOGNITION: RESPONSE PATTERN OF DISCUSSION GROUPS, (N=82 groups), 1976/1977

ACTIVITY	Group Response	Rank Assigned by Groups									Score		Rank Order		General Agreement with Item			No Consensus Reached on Item	No Response to Item	TOTAL
		1	2	3	4	5	6	7	8	Sub-Total	Un-Weighted	Weighted	Un-weighted	Weighted	Yes	No	Other Comments			
Column a		b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
Courses taken for academic credit if they do not lead to a degree or special certificate	No. of Groups	23	11	13	2	0	2	0	0	51	2.04	2.04	2	2	13	3	1	/ 1	14	82
	Assigned Weight	(50)	(30)	(26)	(3)	(0)	(5)	(0)	(0)	(114)					(23)	(6)	(3)	(2)	(37)	(188)
Continuing education workshops, institutes, and other special programs if they meet criteria set by model	No. of Groups	29	16	3	2	0	1	0	0	51	1.66	1.78	1	1	14	1	1	1	14	82
	Assigned Weight	(67)	(28)	(12)	(7)	(0)	(2)	(0)	(0)	(117)			1	1	(26)	(3)	(2)	(2)	(30)	(183)
Special continuing education courses if they meet criteria	No. of Groups	7	17	14	7	1	0	2	1	49	2.83	2.90	3	3	12	1	1	1	18	82
	Assigned Weight	(15)	(37)	(31)	(18)	(3)	(0)	(6)	(4)	(111)					(21)	(2)	(2)	(3)	(48)	(182)
Teaching subjects related to library, media, or information science (for teachers, credit given for practical on-the-job experience related to subjects taught)	No. of Groups	0	1	5	5	6	1	8	5	31	5.45	5.00	5	5	4	19	0	4	34	82
	Assigned Weight	(0)	(3)	(11)	(22)	(16)	(2)	(15)	(7)	(76)					(6)	(36)	(0)	(9)	(55)	(182)
Writing a substantive article on some aspect of the profession	No. of Groups	0	1	2	3	10	8	4	6	34	5.71	6.00	6	6	6	17	0	2	23	82
	Assigned Weight	(0)	(3)	(4)	(10)	(22)	(21)	(8)	(13)	(81)					(9)	(30)	(0)	(4)	(54)	(198)
Being a chairperson of a study committee of a library, media, or information center or a professional association in the candidate's field of interest	No. of Groups	0	0	1	5	3	11	5	5	30	5.97	6.00	7	7	5	23	0	2	22	82
	Assigned Weight	(0)	(0)	(2)	(11)	(7)	(30)	(17)	(10)	(77)					(10)	(41)	(0)	(4)	(51)	(180)
Consultant services provided or received	No. of Groups	0	0	0	2	10	8	6	9	35	6.28	6.41	8	8	3	19	0	3	26	82
	Assigned Weight	(0)	(0)	(0)	(5)	(24)	(19)	(18)	(27)	(78)					(3)	(41)	(0)	(5)	(56)	(183)
Home study — such as correspondence courses or programmed learning taken under appropriate supervision	No. of Groups	1	4	10	16	4	1	5	3	44	4.38	4.41	4	4	12	2	0	3	30	82
	Assigned Weight	(2)	(11)	(22)	(28)	(11)	(4)	(13)	(8)	(101)					(21)	(7)	(0)	(8)	(49)	(180)

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TABLE 1-3

DISCUSSION GROUPS' RANKING OF POSSIBLE OBJECTIVES OF A CONTINUING EDUCATION RECOGNITION PROGRAM FOR THE PROFESSION (N=82), 1977

a	b			c	d	e	f		g	h	i	j
Possible Objectives For a Recognition System / Group Response	Rank Assigned by Groups			Sub-Total	Un-weighted Score *	Rank Order	General Agreement with Item		No Consensus Reached on Item	No Response to Item	Other Sugges-tions	Total
	1	2	3				Yes	No				
A motivating force to encourage systematic participation in CE	34	11	5	50	1.42	1	13	2	2	15	0	82
A way to upgrade the quality of CE programs and courses	12	25	8	45	1.91	2	9	4	2	21	1	82
A means of record keeping and evaluation	8	9	28	45	2.44	3	9	6	2	19	1	82

* Since it was found that ranking remained the same for weighted and unweighted scores, as in the TABLES 1-1 and 1-2, henceforth in the rest of the tables the ranking will be based soley on unweighted scores.

The format of TABLES starting with 1-4 are different from the earlier tables. The first row gives the number of groups and the second row the corresponding percentages. Row three gives the percentages with respect to the subtotal.

The columns are self-explanatory.

The Tables follow the same order as information was sought in the discussion guide and in the interviews. See Appendixes A-3, A-5, and A-6.

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TABLE 1-4

SHOULD IN-SERVICE EDUCATION BE COUNTED TOWARD RECOGNITION FOR CONTINUING EDUCATION? RESPONSE PATTERN OF THE DISCUSSION GROUPS. (N=82), 1976

Should in-service education be counted as continuing education in the proposed recognition system? Group Response	YES	YES With Criteria as Qualification	NO Do Not Include In-Service Education	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
No. of Groups	32	12	22	66	7	9	82
Percent of N(82)	39	15	27	81	8	11	100
Percent with respect to the Sub-Total	48	18	33	100			

TABLE 1-5

VARIETY OF CONTINUING EDUCATION ACTIVITIES TO MERIT RECOGNITION (-- REQUIRED OR NOT --) AS VIEWED BY THE DISCUSSION GROUPS. (N=82), 1976

Should each applicant be required to present a variety of continuing education activities to merit an award? For example: X number of points of academic credit, Y points obtained from workshop attendance, or Z points for articles published? Group Response	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	13	38	51	7	24	82
Percent of N (82)	16	46	62	9	29	100
Percent with respect to Sub-Total	25	75	100			

TABLE 1-6

FREQUENCY DISTRIBUTION OF DISCUSSION GROUPS ACCORDING TO QUANTITATIVE AMOUNT OF CONTINUING EDUCATION TO BE ACCUMULATED TO QUALIFY FOR CONTINUING EDUCATION RECOGNITION, (N=82 GROUPS), 1976

What is the suggested number of credit hours, Continuing Education Units, or their equivalents one should accumulate to become eligible for the Continuing Education Award? 25 credits, 50, 75, 100, or more? / Group Response	CREDITS OR UNITS				NO AWARD	SUB-TOTAL	NO Consensus	No Response	TOTAL
	Below 25	25	50	Above 50					
Column a	b	c	d	e	f	g	h	i	j
Number of Groups	5	13	5	5	6	34	20	28	82
Percent of N (82 Groups)	6	16	6	6	7	41	25	34	100
Percent with respect to Sub-Total	15	38	15	15	18	100			

TABLE 1-7

RECOGNITION AWARD(OR NOT) FOR ALL LEVELS OF STAFF: RESPONSE PATTERN OF DISCUSSION GROUPS (N=82), 1976

Would you like to have the same recognition award (certificate, plaque, or what ever) for all staff members or should different ones be designed for clerks, technicians, librarians, media or information specialists, and other major categories of personnel? Group Response	YES (Same) Award	NO (Different) Award	NO AWARD	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
Number of Groups Responding	34	19	4	57	7	18	82
Percent of Groups Responding	41	23	5	69	9	22	100
Percent with Respect to Sub-Total	60	33	7	100			

TABLE 1-8

RELATIONSHIP BETWEEN A PERSON'S LEVEL OF RESPONSIBILITY AND THE KIND AND AMOUNT OF CONTINUING EDUCATION POINTS ACCUMULATED: RESPONSE PATTERN OF DISCUSSION GROUPS

(N=82) 1976

What is the sentiment on the eligibility requirements for a Continuing Education Award? Should they be the same for an assistant and a director? Should a person's level of responsibility be related to the kind and amount of continuing education points to be accumulated? / Group Response	YES	NO	NO AWARD	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
Number of Groups	30	28	1	59	5	18	82
Percent of N (82 Groups)	37	34	1	72	6	22	100
Percent with Respect to the Sub-Total	51	47	2	100			

TABLE 1-9

WHO SHOULD PROVIDE THE STRUCTURE AND GUIDELINES FOR A CONTINUING EDUCATION AWARD FOR LIBRARY/MEDIA/INFORMATION PERSONNEL: FREQUENCY DISTRIBUTION OF DISCUSSION GROUPS

(N=82) 1976

Who should provide the structure and guidelines for a Continuing Education Award for library, media and information science personnel? For example: CLENE, Your major library, media or information science association.. A consortia of the major associations Group Response	CLENE	Major Library Associations	Consortium of Associations	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
Number of Groups	35	19	12	66	4	12	82
Percent of N (82 Groups)	43	23	14	80	5	15	100
Percent with Respect to the Sub-Total	53	29	18	100			

TABLE 1-10

WHO SHOULD AWARD RECOGNITION FOR CONTINUING EDUCATION: RESPONSE PATTERN OF DISCUSSION GROUPS, (N=82), 1976/1977

Who should present the Continuing Education Award? [See choices suggested in preceding question] / Group Response	CLENE	CLENE Plus Consortium	CLENE Plus Major Association	Major Association	Consortium of of Associations	No Award	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h	i	j	k
Number of Groups	16	2	3	8	4	6	39	6	37	82
Percent of N (82 Groups)	20	2	4	10	5	7	48	7	46	100
Percent with Respect to Sub-Total	41	5	8	21	10	15	100			

TABLE 1-11

LENGTH OF TIME THAT SHOULD ELAPSE FOR THE ACCUMULATION OF POINTS TOWARD SOME TYPE OF RECOGNITION: FREQUENCY DISTRIBUTION OF DISCUSSION GROUPS (N=82) 1976

Over what length of time should you be able to accumulate points for an award? A year? Two years? Three years? Five years? Group Response	Years					Indefinite Length of Time	No Award	SUB-TOTAL	No Consensus	No Response	TOTAL
	1	2-3	3	4-5	5						
Column a	b	c	d	e	f	g	h	i	j	k	l
Number of Groups	1	4	26	2	12	8	2	55	10	17	82
Percent of N (82 Groups)	1	5	32	2	15	10	2	67	12	21	100
Percent with Respect to the Sub-Total	2	7	47	4	22	15	4	100			

TABLE 1-12

SHOULD ANY RECOGNITION AWARD FOR CONTINUING EDUCATION "SELF-DESTRUCT?" POLLING OF THE DISCUSSION GROUPS

(N=82) 1976

Should any award for continuing education "self-destruct?" That is, should it be valid only for a stated length of time -- perhaps the same amount of time permitted for acquiring points, such as three years? Group Response	YES	NO	NO AWARD	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
Number of Groups	24	26	3	53	7	22	82
Percent of N (82 Groups)	29	32	4	65	8	27	100
Percent with Respect to Sub-Total	45	49	6	100			

TABLE 1-13-1

SHOULD THERE BE A CHARGE FOR APPLICATION FOR THE CONTINUING EDUCATION RECOGNITION AWARD? REACTION PATTERN OF THE DISCUSSION GROUPS (N=82), 1976

Should there be a charge for application for the Continuing Education Award? What fee is recommended? Group Response	YES	NO	NO AWARD	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h
Number of Groups	29	20	1	50	1	31	82
Percent of N (82 Groups)	35	25	1	61	1	38	100
Percent with Respect to Sub-Total	58	40	2	100			

TABLE 1-13-2

SHOULD THERE BE A CHARGE FOR APPLICATION FOR THE CONTINUING EDUCATION RECOGNITION AWARD? REACTION PATTERN OF THE DISCUSSION GROUPS (N=82), 1976

Should there be a charge for application for the Continuing Education Award? What fee is recommended? / Group Response Column	$1.00 FEE	$2.00 FEE	NON-PROFIT	NO AWARD	SUB-TOTAL	No Response	TOTAL
a	b	c	d	e	f	g	h
Number of Groups	1	4	17	2	24	58	82
Percent of N (82 Groups)	1	5	21	2	29	71	100

TABLE 1-14

WHAT SHOULD BE THE PHYSICAL FORMAT OF RECOGNITION AWARD FOR CONTINUING EDUCATION PARTICIPATION? . RESPONSE PATTERN OF DISCUSSION GROUPS (N=82), 1976/77

What should the award be? A certificate? A pin? Publicity in professional journals? / Group Response	Transcript	Certificate	Pin	Publicity in Professional Journals	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h	i
No. of Groups	1	45	2	27	75	2	5	82
Percent of N (82 Groups)	1	55	3	33	92	2	6	100
Percent with Respect to Sub-Total	1	60	3	36	100			

TABLE 1-15

REACTION OF DISCUSSION GROUPS TO METHOD OF DISTRIBUTING CONTINUING EDUCATION RECOGNITION AWARDS (N=82), 1976

Should awards be given annually at association meetings or as each candidate fulfills the requirements? Group Response	ANNUALLY AT MEETINGS	AS FUL-FILLED	BOTH	NO AWARD	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g	h	i
No. of Groups	22	21	7	10	60	4	18	82
Percent of N (82 Groups)	27	26	8	12	73	5	22	100
Percent with Respect to Sub-Total	36	35	12	17	100			

TABLE 1-16-1

REACTIONS OF DISCUSSION GROUPS TO THE QUESTION: SHOULD EACH INDIVIDUAL BE RESPONSIBLE FOR KEEPING THE RECORD OF CONTINUING EDUCATION PARTICIPATION UP TO DATE? RESPONSE PATTERN OF DISCUSSION GROUPS (N=82), 1976/1977

Should each individual be responsible for keeping the record of continuing education participation up to date? Group Response	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	49	13	62	3	17	82
Percent of N (82 Groups)	60	16	76	3	21	100
Percent with Respect to Sub-Total	79	21	100			

TABLE 1-16-2

REACTIONS OF DISCUSSION GROUPS TO THE QUESTION: WHO SHOULD KEEP RECORD OF CONTINUING EDUCATION PARTICIPATION UP TO DATE IF NOT DONE BY INDIVIDUAL: RESPONSE PATTERN OF DISCUSSION GROUPS (N=82), 1976/1977

What agency should keep record of continuing education participation up to date, if not done by individual? Group Response	State	Awarding Association	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	3	4	7	3	72	82
Percent of N (82 Groups)	4	5	9	4	87	100

TABLE 1-17-1

DESIRABILITY OF CENTRAL RECORD KEEPING FOR CONTINUING EDUCATION ACTIVITIES: RESPONSE PATTERN OF DISCUSSION GROUPS (N=82), 1976/1977

Is a central record of continuing education activities desirable for individuals engaging in such activities? Group Response	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	48	19	67	3	12	82
Percent of N (82 Groups)	59	23	82	4	14	100
Percent with Respect to Sub-Total	72	28	100			

TABLE 1-17-2

OPINIONS OF DISCUSSION GROUPS RELATIVE TO WHETHER OR NOT PARTICIPATION IN CONTINUING EDUCATION OBTAINED FROM A VARIETY OF SPONSORS SHOULD BE BROUGHT TOGETHER, (N=82), 1976

Should records of participation in continuing education obtained from a variety of sponsors be brought together? Group Response	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	39	14	53	4	25	82
Percent of N (82 Groups)	48	17	65	5	30	100
Percent with Respect to Sub-Total	74	26	100			

TABLE 1-17-3

OPINIONS OF DISCUSSION GROUPS RELATIVE TO WHETHER OR NOT A CENTRAL RECORD KEEPING SYSTEM BASED ON CRITERIA THAT ARE MUTUALLY SATISFACTORY WOULD TEND TO IMPROVE THE QUALITY OF CONTINUING EDUCATION OPPORTUNITIES

(N=82) 1976/1977

Would a central system based on criteria that are mutually satisfactory tend to improve the quality of continuing education programs or courses? Group Response Column	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	44	12	56	7	19	82
Percent of N (82 Groups)	54	15	69	8	23	100
Percent with Respect to Sub-Total	79	21	100			

TABLE 1-17-4

DISTRIBUTION OF RESPONSES RELATIVE TO COSTS OF RECORD KEEPING FOR CONTINUING EDUCATION ACTIVITIES (N=82), 1976

Would you be willing to pay an organization to keep your records of continuing education and send them out as you requested? / Group Response	YES	NO	SUB-TOTAL	No Consensus	No Response	TOTAL
Column a	b	c	d	e	f	g
No. of Groups	39	11	50	8	24	82
Percent of N (82 Groups)	48	13	61	10	29	100
Percent with Respect to Sub-Total	78	22	100			

TABLE 1-17-5

DISTRIBUTION OF RESPONSES RELATIVE TO AMOUNT DISCUSSION GROUPS WOULD BE WILLING TO PAY ANNUALLY FOR A RECORD KEEPING SYSTEM (N=82), 1976/1977

How much would you be willing to pay for such a service? Annually: $2, $3, $5, $10, $15, $25 / Group Response Column	$2.00	$3.00	$4.00 to $6.00	$ 6.00 to $10.00	Above $10.00	Part of Dues	Non-Profit	SUB-TOTAL	No Con-sensus	No Response	TOTAL
a	b	c	d	e	f	g	h	i	j	k	l
No. of Groups	6	3	11	3	2	1	2	28	9	45	82
Percent of N (82 Groups)	7	4	14	4	2	1	2	34	11	55	100
Percent with Respect to Sub-Total	21	11	39	11	7	4	7	100			

TABLE 1-17-6

DISTRIBUTION OF RESPONSES RELATIVE TO THE AMOUNT DISCUSSION GROUP MEMBERS WOULD BE WILLING TO PAY FOR EACH TRANSCRIPT OF CONTINUING EDUCATION RECORDS (N=82), 1976/1977

How much would you be willing to pay for such a service? For each transcript?-- $1.00, $2.00 / Group Response Column	$1.00	$2.00	Part of Dues	No Profit	SUB-TOTAL	No Consensus	No Response	TOTAL
a	b	c	d	e	f	g	h	i
No. of Groups	19	10	1	4	34	7	41	82
Percent of N (82 Groups)	23	12	1	5	41	9	50	100
Percent with Respect to Sub-Total	56	29	3	12	100			

INTRODUCTORY REMARKS
TO THE
TABLE TWO (2-.....) SERIES AND TO THE
TABLE THREE (3-......) SERIES

The TABLES in SERIES TWO (2-....) and in SERIES THREE (3-....) record the responses received from 82 library/information/media practitioner interviewees. It should be noted that it was only a coincidence that there were the same number (82) interviewees as there were numbers of discussion groups.

Two different approaches were used for these interviews. The first approach was the individual approach and the second approach was the supervisory approach. In the individual approach the answers were from the interviewees on perspectives as employees or members of the profession. In the supervisory approach, the questions were answered in relation to the people the interviewees supervised rather than from their own perspective. These two approaches are complementary to each other

All of the 82 interviewees were asked Items #1, #2, and #3, as depicted in TABLES 2-1, 2-2, and 2-3. The response of the 82 interviewees to Item #3 (TABLE 2-3), positive or negative, was the dividing point as to whether the interviewer continued on with the individual approach or switched to the supervisory approach in phrasing questions to those interviewed. In other words, those 15 interviewees reported on in SERIES THREE (3-....) answered the questions in relation to those they supervised instead of for themselves.

The intent of the division was to obtain as unbiased an assessment as possible of the probable development and use of a recognition system. This division of the 82 interviewees into two groups can be depicted in chart form as follows:

Interview Item:	#1	#2	#3
TABLE:	2-1	2-2	2-3

If Interviewee answered "Yes," or had "no opinion" to Iem #3, the rest of items were answered from the ininterviewee's own individual point of view. [Data presented in TABLES 2-4.... 2-14]

If Interviewee answered "No" to Item #3, rest of items were asked in relation to those interviewee supervised. [Data presented in TABLES 2-4...2-14]

Those practitioners who answered for themselves as individuals included paraprofessionals, first level professionals, middle and top managers from library/information/media operations. They stated that they had a commitment themselves to their own continuing education and indicated that some kind of recognition would appeal to them personally (in answer to Item #3 in the Interview Guide). The responses of these 67 interviewees are presented in the SERIES TWO (2-....) TABLES.

Those supervisory library/information/media personnel who answered the queries in relation to those they supervised included lower, middle, and upper level managers and administrators. They stated in answer to Item #3 in the Interview Guide that they were self-motivated relative to participation in continuing education and that, therefore, a recognition system was not needed to encourage them to participate and that, therefore, a concept of a recognition system did not appeal very much to them personally, but that they could see that it might appeal to others.

Some of the queries used in the interviews were designed to collect information that was not brought out in the discussion groups; in other instances the questions were designed to obtain the same type of data as was covered in the discussion groups.

Slight variations in the number (N) of responses recorded in SERIES TWO and SERIES THREE reflect the fact that in a few instances a particular question was not asked because of time constraints.

TABLE 2-1

NUMBER OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES WHO INDICATED THEY HAD PARTICIPATED IN CONTINUING EDUCATION ACTIVITIES (N=82), 1977

Interviewee Response \ Have you participated in non-credit courses workshops or conferences, or other activities which you see as continuing your education?	YES	NO	TOTAL
Number	82	0	82
%	100	0	100%

TABLE 2-2

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES ACCORDING TO TYPE OF THEIR OWN PARTICIPATION IN CONTINUING EDUCATION ACTIVITIES

(N=82), 1977

Have you participated in any of the following activities? / ACTIVITY	Number of Interviewees	% of N (82) *	Rank Order
WORKSHOPS	64	78%	1
CONFERENCES	63	77%	2
ASSOCIATION ACTIVITIES	54	66%	3
ACADEMIC NON-DEGREE COURSES	45	55%	4
INSTITUTES	42	51%	5
IN-SERVICE TRAINING	39	48%	6
COMMUNITY PROJECTS	38	46%	7
TEACHING COURSES	30	37%	8
CONSULTING	27	33%	9
INDEPENDENT STUDY	24	29%	10
PUBLICATION/WRITING/MEDIA	21	26%	11
STUDY GROUPS	17	21%	12
TELEVISION/RADIO COURSES	12	15%	13
HOME STUDY	6	7%	14
JOURNAL CLUBS	4	5%	15

*Does not add up to 100% since most respondents engaged in more than one activity.

TABLE 2-3

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION /MEDIA INTERVIEWEES ACCORDING TO INTEREST IN TANGIBLE RECOGNITION FOR CONTINUING EDUCATION ACTIVITIES (N=82), 1977

As you may know, many other professions recognize the continuing education activities of their members with publicity in journals/certificates/or other tangible awards/or central registry of activities. Would such recognition appeal to you personally? Interviewee Response	YES	NO	NO OPINION	TOTAL
Number of Interviewees	56	15	11	82
Percent of Interviewees Giving this Response	68	18	14	100

TABLE 2-4

WOULD A PROGRAM TO FORMALLY RECOGNIZE CONTINUING EDUCATION ACTIVITIES ENCOURAGE YOU TO PARTICIPATE MORE ACTIVELY? RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES (N=61), 1976/1977

If a program were to be developed in your field that formally recognized continuing education activities, would it encourage you to participate more actively? Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	41	15	5	61
Percent of Interviewees Giving this Response	67	25	8	100

TABLE 2-5

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION/ MEDIA INTERVIEWEES ACCORDING TO INTEREST IN ACTIVITIES QUALIFYING FOR INCLUSION IN RECOGNITION SYSTEM FOR THEIR BENEFIT (N=67), 1977

If continuing education activities were to be recognized, which of these would you like to see acknowledged for your own benefit? Interviewee Response	NUMBER OF INTERVIEWEES WANTING TO SEE THIS ACTIVITY RECOGNIZED	PERCENT OF N (67)	RANK
Workshops	56	84	1
Conferences	51	76	2
Institutes	50	75	3
Academic Courses Not Applied Toward a Degree	47	70	4
Association Activities	45	67	5
Teaching Courses	44	66	6
Publication/Writing or Media	43	64	7/8/9
Independent Study	43	64	7/8/9
In-Service Training	43	64	7/8/9
Community Projects Related to the Profession	40	60	10
Television/Radio Courses	38	57	11
Home Study	37	55	12
Consulting	35	52	13
Study Groups	33	49	14
Journal Clubs	28	42	15
No Opinion	7	10	

TABLE 2-6

DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES ACCORDING TO THE MAXIMUM AMOUNT OF TIME PER WEEK THEY ARE WILLING TO SPEND ON CONTINUING EDUCATION ACTIVITIES (N=64) 1977

If there were to be a recognition program for continuing education, what is the maximum number of hours a week you would be willing to spend on various activities? / Interviewees Response	1-3 HRS/ WEEK	4-6 HRS/ WEEK	7-10 HRS/ WEEK	NO OPINION	TOTAL
No. of Interviewees	19	10	7	28	64
Percent of Interviewees Giving this Response	30	16	11	44	100

TABLE 2-7

DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES ACCORDING TO METHOD OF PERSONALLY KEEPING TRACK OF THEIR CONTINUING EDUCATION ACTIVITIES, (N=67), 1977

How do you keep track of your own continuing education participation? Do you give this information to your employer or do you keep it for your own personal record? Interviewee Response	NUMBER OF INTERVIEWEES RESPONDING	PERCENT OF INTERVIEWEES GIVING THIS RESPONSE
REPORTS TO OTHERS ONLY		
Regular reports to employer	7	10
Reports to employer when enough accumulated for pay raise	2	3
Part of professional growth plan records	2	3
In state certification records	5	7
Regular conversation with supervisor	3	4
Circulated in in-house newsletter	2	3
Sub-total	21	31
PERSONAL RECORD ONLY		
Keeps notebook of activities	3	4
Keeps personal notes only	11	16
Keeps records for tax purposes	1	1
Sub-total	15	22
PERSONAL RECORD AND REPORT TO EMPLOYER	12	18
HAVE NO ORGANIZED METHOD OF RECORDING	7	10
IN RESUME ONLY	4	6
NO RESPONSE	9	13
TOTAL	67	100

TABLE 2-8

INTEREST OF LIBRARY/INFORMATION/MEDIA PERSONNEL IN RECORDING CONTINUING EDUCATION ACTIVITIES IN SOME ORGANIZED WAY (N=66), 1977

Would you like to see your continuing education experiences recorded in some organized way? / Interviewee Response	YES	NO	NO OPINION	TOTAL
Number of Interviewees	51	10	5	66
Percent of Interviewees Giving this Response	77	15	8	100

TABLE 2-9

RESPONSE PATTERNS OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES AS TO WHETHER OR NOT CENTRALIZED CONTINUING EDUCATION RECORD KEEPING WOULD BE BENEFICIAL, (N=66), 1977

Do you see a benefit in having your record kept in a central place, such as an association or some special organization? Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	44	9	13	66
Percent of Interviewees Giving this Response	67	14	20	100

TABLE 2-10

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES ACCORDING TO OPINION REGARDING ACCESS TO RECORD OF CONTINUING EDUCATION ACTIVITIES (N=61), 1977

Who do you think should have access to your records of continuing education activities other than you yourself? Interviewee Response	Only Self	Prospective Employers With Individual's Approval	All Others With Individual's Approval	Not Restricted to Individual	Professional Association With Individual's Approval	No Opinion	TOTAL
No. of Interviewees	19	10	8	8	1	15	61
Percent of Interviewees Giving this Response	31	16	13	13	2	25	100

TABLE 2-11

RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES RELATIVE TO INTEREST IN RECEIVING TANGIBLE RECOGNITION FOR ACCUMULATED PARTICIPATION IN CONTINUING EDUCATION ACTIVITIES (N=57), 1977

Would you be interested in a recognition award for your accumulated participation in continuing education? Interviewee Response	YES	NO	PERHAPS	NO OPINION	TOTAL
No. of Interviewees	28	21	2	6	57
Percent of Interviewees Giving this Response	49	37	4	11	100

TABLE 2-12

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES ACCORDING TO OPINION REGARDING LEVEL AT WHICH RECOGNITION SHOULD BE GIVEN FOR CONTINUING EDUCATION ACTIVITIES, (N=56), 1977

If there were a recognition award in your profession would you prefer that it be administered on a local, state, or national level? / Interviewees Response	National	Local	State	State & National	Local & State	Local & National	No Opinion	TOTAL
No. of Interviewees	17	14	8	2	0	1	14	56
Percent of Interviewees Giving this Response	30	25	14	4	0	2	25	100

TABLE 2-13

RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES REGARDING BENEFITS TO THEM OF TANGIBLE RECOGNITION FOR PARTICIPATION IN CONTINUING EDUCATION ACTIVITIES (N=51), 1977

Do you think a recognition award would benefit you?	YES	NO	NO OPINION	TOTAL
No. of Interviewees	27	6	18	51
Percent of Interviewees Giving this Response	53	12	35	100

TABLE 2-14

REACTION OF LIBRARY/INFORMATION/MEDIA INTERVIEWEES TO INTEREST IN CAREER PLANNING IN CONNECTION WITH THEIR CONTINUING EDUCATION ACTIVITIES

(N-65) 1977

There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current or future career goals. Would you be interested in the idea of developing a personal career plan, either by yourself or with others? Interviewee Response	YES	NO	Perhaps	Have Already Engaged in Career Planning	No Opinion	TOTAL
No. of Interviewees	36	7	16	3	3	65
Percent of Interviewees Giving this Response	55	11	24	5	5	100

TABLE 3-1

RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES ACCORDING TO WHETHER THEY THOUGHT A RECOGNITION PROGRAM FOR CONTINUING EDUCATION ACTIVITIES WOULD INCREASE PARTICIPATION IN THESE ACTIVITIES AMONG THEIR STAFF MEMBERS, (N=15), 1977

As you may know, many other professions recognize the continuing education activities of their members with publicity in journals/certificates or other tangible awards/ or central registry of activities. Do you think such a program would encourage continuing education participation in your library among your staff members? Interviewees Response	Program Would Encourage	Program Would not Encourage	No Opinion	TOTAL
No. of Interviewees	12	2	1	15
Percent of N (15)	80	13	7	100

TABLE 3-2

FREQUENCY DISTRIBUTION OF RESPONSES OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES ACCORDING TO THEIR OPINION OF ACTIVITIES THAT SHOULD QUALIFY FOR INCLUSION IN RECOGNITION FOR CONTINUING EDUCATION RELATIVE TO THEIR EMPLOYEES, (N=14), 1977

From what you know of your staff members' interests, what activities should be acknowledged if continuing education activities were to be recognized? / Interviewee Response	Number of Supervisors Wanting Activity Recognized	Percent of N (14)	RANK
Non-credit Courses	13	93	1/2
Conferences	13	93	1/2
Workshops	12	86	3/4
Institutes	12	86	3/4
Home study	11	79	5/6
Publication (Writing/Media)	11	79	5/6
Association Activities	10	71	7/8/9/10
Teaching Courses	10	71	7/8/9/10
Independent Study	10	71	7/8/9/10
Community Projects	10	71	7/8/9/10
Consulting	9	64	11/12/13
Journal Clubs	9	64	11/12/13
Television/Radio Courses	9	64	11/12/13
Study Groups	8	57	14/15
In-Service Training	8	57	14/15
No Response	1	7	

TABLE 3-3

BENEFIT OF HAVING CONTINUING EDUCATION EXPERIENCES OF STAFF MEMBERS RECORDED IN SOME ORGANIZED WAY FOR THOSE ENGAGING IN CONTINUING EDUCATION: RESPONSE PATTERN OF SUPERVISORY PERSONNEL, (N=15), 1977

Interviewee Response / Do you see the benefit of having continuing education experiences recorded in some organized way for those who do engage in such activities?	YES	NO	TOTAL
No. of Interviewees	13	2	15
Percent of N (15)	87	13	100

TABLE 3-4

RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES AS TO WHETHER OR NOT THEIR STAFF MEMBERS WOULD BE INTERESTED IN CENTRALIZED CONTINUING EDUCATION RECORD KEEPING, (N=12), 1977

Do you think your staff members would be interested in having their continuing education records kept in a central place, such as an association or some special organization? / Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	9	3	0	12
Percent of N (12)	75	25	0	100

TABLE 3-5

FREQUENCY DISTRIBUTION OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES ACCORDING TO OPINION REGARDING ACCESS TO RECORD OF CONTINUING EDUCATION ACTIVITIES BY THEIR EMPLOYEES, (N=14), 1977

Who do you think should have access to these records other than the individual? / Interviewee Response	All Others With Individual's Approval	Prospective Employers With Individual's Approval	Professional Association With Individual's Approval	Not Restricted to Individual	Only Self	No Opinion	TOTAL
No. of Interviewees	4	3	1	1	0	5	14
Percent of N (14)	29	21	7	7	0	36	100

TABLE 3-6

RESPONSE PATTERN OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES ACCORDING TO PRESUMED INTEREST OF THEIR STAFF MEMBERS IN A TANGIBLE RECOGNITION FOR THEIR ACCUMULATED PARTICIPATION IN CONTINUING EDUCATION, (N=15), 1977

Do you think your staff members would be interested in a recognition award for their accumulated participation in continuing education? / Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	6	7	2	15
Percent of N(15)	40	47	13	100

TABLE 3-7-1

SHOULD A SPECIFIC NUMBER OF CONTINUING EDUCATION ACTIVITIES BE COMPLETED IN A LIMITED PERIOD OF TIME IN ORDER TO RECEIVE A RECOGNITION AWARD: RESPONSE OF LIBRARY/INFORMATION/MEDIA SUPERVISORY PERSONNEL, (N=10), 1977

If a recognition award were to be adopted by your library (media/information center) do you think a specific number of activities should be completed in a limited period of time? / Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	3	0	7	10
Percent of N (10)	30	0	70	100

TABLE 3-7-2

HOW LONG SHOULD THE PERIOD OF ACCUMULATION FOR AN AWARD BE? RESPONSE OF LIBRARY/INFORMATION/MEDIA SUPERVISORY PERSONNEL, (N=10), 1977

How long should the period of accumulation for such an award be? / Interviewee Response	1 Every 3 Years	NO OPINION	TOTAL
No. of Interviewees	1	9	10
Percent of N (10)	10	90	100

TABLE 3-7-3

SHOULD THERE BE A VARIETY OF ACTIVITIES REQUIRED FOR A RECOGNITION AWARD FOR CONTINUING EDUCATION? RESPONSE OF LIBRARY/INFORMATION/MEDIA SUPERVISORY PERSONNEL (N=10) 1977

Should there be a variety of activities as well? Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	1	1	8	10
Percent of N (10)	10	10	80	100

TABLE 3-8

GEOGRAPHICAL LEVEL AT WHICH RECOGNITION SHOULD BE AWARDED: RESPONSE PATTERN OF SUPERVISORY INTERVIEWEES, (N=15), 1977

If there were to be official recognition for continuing education activities, do you think it should be awarded at a local, state, or national level? / Interviewee Response	National	Local & National	State	Local	Local & State	State & National	No Opinion	TOTAL
No. of Interviewees	5	2	1	0	0	0	7	15
Percent of N (15)	33	13	7	0	0	0	47	100

TABLE 3-9

OPINION OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES REGARDING USE OF A RECOGNITION SYSTEM PROGRAM IN MAKING DECISIONS ABOUT THEIR PERSONNEL, (N=14), 1977

As a supervisor, do you think you would use such a recognition system when making decisions about your personnel? / Interviewee Response	YES	NO	NO OPINION	TOTAL
No. of Interviewees	5	2	7	14
Percent of N (14)	36	14	50	100

TABLE 3-10

OPINION OF LIBRARY/INFORMATION/MEDIA SUPERVISORY INTERVIEWEES REGARDING USEFULNESS OF GUIDELINES FOR CAREER PLANNING TO ASSIST INDIVIDUALS IN PLANNING THEIR CONTINUING EDUCATION ACTIVITIES (N=15), 1977

There has been much talk lately about the need for guidelines to assist individuals in planning their continuing education so that it fits in with their current or future career goals. Do you think such a career plan would be useful to your staff members? Interviewee Response	YES	NO	PERHAPS	NO OPINION	TOTAL
No. of Interviewees	9	4	1	1	15
Percent of N (15)	60	26	7	7	100

APPENDIX D

CHARACTERISTICS OF PARTICIPANTS IN PRE-TEST OF THE PROTOTYPE HOME STUDY COURSE:

MOTIVATION: A VITAL FORCE IN THE ORGANIZATION

APPENDIX D

CHARACTERISTICS OF PARTICIPANTS IN PRE-TEST OF PROTOTYPE HOME STUDY COURSE

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APPENDIX D

CHARACTERISTICS OF PARTICIPANTS IN PRE-TEST OF PROTOTYPE HOME STUDY COURSE

INTRODUCTION

In this appendix an analysis is made of some of the characteristics of the sixty-five individuals who comprised those in the pre-test of the prototype home study course. The sample was made up of those who read or heard about the development of a prototype home study and requested permission to be one of those in the pre-test group.

It must be noted at the outset that the nature and form of the data collected reflect the objective of the study which was to develop processes and procedures that could be helpful to those developing home study programs. Sixty-five people reacting to modules and exercises and readings were considered to be an adequate number for testing the processes. Obviously sixty-five is not an adequate number to reach wide sweeping conclusions about the characteristics generally of those who choose to participate in home study programs. Therefore, the data presented here about those in the pre-test represent only a frequency tabulation of the characteristics of those sixty-five people. The Project Staff thought the reader might be interested in this data, however, as it gives a glimpse of possible characteristics of future clients for home study courses. The responses that are presented represent reactions to, and interest in, home study in general, not just to the specific prototype course in the project. (For Personal Profile Sheet see Appendix A-7.)

WHO WERE THOSE WHO VOLUNTEERED TO TAKE PART IN THE PRE-TEST OF THE HOME STUDY COURSE?

Looking at the group of learners who participated in the pre-test of the home study course on "Motivation: Vital Force in the Organization," it can be said that they tend:

--to be female. Eighty-six per cent (56 of the 65 participants) are women. This compares with the ration of 84 per cent women to 16 per cent men in the overall library population. This leads to the tentative conclusion that home study is in general equally appealing to men as to women. See Figure D-1.

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[1] Michael D. Cooper, "A Statistical Portrait of Librarians: What the Numbers Say," American Libraries, 7 (June, 1976), 328.

FIGURE D-1

DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY SEX, 1977 (N=65)

Sex		Number of Participants	Per Cent of N (65)
Male Participants		9	14.
Female Participants		56	86.
	TOTAL	65	100.

--to live in medium sized cities (50,000 to 2 million). Forty-six per cent of the respondents lived in medium sized cities. Thirty-two per cent live in small cities (10,000 to 50,000;12 per cent live in large cities over 2 million; and 9 per cent live in rural areas or small towns under 10,000. Taken together 78 per cent tend to live in medium sized and small cities. See Figure D-1 This would seem to indicate that accessibility and convenience to more traditional types of academic courses were generally available in large cities and that demand for home study in these areas would generally tend to be considerably lower than in less densely populated areas. This also gives an indication that marketing by means of direct mail might be the most effective for home study courses as advertisement in large cities is not going to reach the groups where the demand would tend to be greatest.

--to be in the middle age bracket. Fifty per cent of the participants in the pilot study were in the 35 to 49 age bracket; 20 per cent are between 25 and 34; 13 per cent between 50 and 59. Only 4 per cent are between 60 and 64, diminishing to a vanishing point after 65. At the other end of the scale, only 3 per cent were between 20 and 24. See Figure D-2.

FIGURE D-2
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY SIADE OF PARTICIPANT'S HOME TOWN, 1977 (N=65)

Size of Town	Number of Participants	Per cent
Rural area of small town (under 10,000)	6	09.
Small city (10,000-50,000)	21	32.
Medium sized city (50,000-2,000,000)	30	46.
Large City (over 2,000,000)	8	12.

FIGURE D-3
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY AGE, 1977 (N=65)

Age of Participants	Number of Participants	Per cent
20-24 years	2	03.
25-29 years	8	12.
30-34 years	11	17.
35-39 years	13	20.
40-44 years	6	9.
45-49 years	12	18.
50-53 years	6	9.
54-59 years	2	03.
60-64 years	3	05.
Unknown	2	3.

--to have a Master's degree in Library Science. Seventy-nine per cent (50 persons) indicated they had a MLS degree as compared to 42 per cent in the library profession at large.[1] For 22 per cent (14 participants) the highest degree obtained was the Bachelor's. These statistics tend to indicate that the greatest demand for home study courses might be persons with a MLS degree . See Figure D-4.

--to have had course work in management before. As shown in Figure D-5, 58 per cent (38 persons) had had courses at some level; 15 per cent (10 persons) at the undergraduate level; 49 per cent (32 persons) at the graduate level; 14 per cent (9 persons) at the post-graduate level.

FIGURE D-5
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY PARTICIPATION IN FORMAL MANAGEMENT COURSES,
1977 (N=65)

Degree of Participation in Formal Management Courses	Number of Participants	Per Cent of N (65)
(A) Have you had formal courses in Management (at any level) ?		
Yes	38	58.
No	20	31.
No response	7	11.
(B) Have you had Formal Under-Graduate Courses in Management ?		
Yes	10	15.
No	48	74.
No response	7	11.
(C) Have you had Formal Graduate Courses in Management ?		
Yes	32	49.
No	26	40.
No response	7	11.
(D) Have you had Formal Post-Graduate Courses in Management ?		
Yes	9	14.
No	49	75.
No response	7	11.

FIGURE D-4
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY EDUCATIONAL LEVEL, 1977 (N=65)

Education Level	Number of Participants	Per cent of N
High School (Graduate)	1	02.
High School Graduate plus Some College Courses	1	02.
Associate of Arts Degree	1	02.
Bachelor of Arts Degree	4	06.
Bachelor of General Studies Degree	1	02.
Bachelor of Library Science Degree	3	05.
Bachelor of Science Degree	1	02.
Bachelor of Science Degree plus Additional Graduate Courses	1	02.
Master of Science Degree	1	02.
Master of Science in Library Science Degree	34	52.
Master of Arts in Library Science Degree	8	12.
Master of Arts Degree and Master of Science in Library Science Degree	5	08.
Master of Science in Library Science Plus Certificate of Post Graduate Work in Library Science	1	02.
Ph.D.	1	02.
Not known	2	03.

--to have participated in continuing education institutes, workshops, or seminars related to management. Fifty-two percent indicated they had participated in management related continuing education activities. Twenty-five per cent had taken one course; 9 per cent 2 courses; 11 per cent 3 courses; 5 per cent 4 courses. One person had taken 5 courses and another 8 courses. See Figure D-6.

FIGURE D-6
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY PARTICIPATION IN CONTINUING MANAGEMENT EDUCATION COURSES
1977 (N=65)

Participation in Continuing Management Education	Number of Participants	Per cent of N (65)
(A) Have you participated in Continuing Education programs, workshops, institutes, home study programs, etc., related to management?		
Yes	34	52.
No	31	48.
(B) If Yes, How many programs, workshops, institutes, home study programs, etc. ?		
1 course	16	25.
2 courses	6	09.
3 courses	7	11.
4 courses	3	05.
5 courses	1	02.
8 courses	1	02.

--not to be studying at the time of the home study pre-test. Seventy-five per cent (49 persons) of the participants indicated that they were not studying at the time they started the pre-test and another 6 per cent (4 persons) did not respond to the question. Twelve per cent (8 persons) indicated that they were part-time students taking at least one course for credit toward a degree or a certificate. Another 6 per cent (4 persons) said they were taking at least one non-credit course. None of the 65 participants were full-time students at the time. See Figure D-7.

FIGURE D-7
DISTRIBUTION OF PRE-TEST HOME STUDY GROUP BY PARTICIPATION IN COURSES (Beyond High School) AT TIME OF PRE-TEST, 1977
(N=65)

Current Degree of Participation In Education Beyond High School	Number of Participants	Per Cent
Yes, I am now a full-time student	0	0.
I am a part-time student taking at least one course for credit toward a degree or certificate	8	12.
I am a part-time student taking at least one non-credit course	4	6.
No, I am not now a student in any program	49	75.
No response to question	4	6.
TOTAL	65	99.

In short, the dictum that education is habit forming seems to be demonstrated by this pre-test group. The higher one is educated, the more likely one is to want more education. But it is also important to note that 75 per cent of the participants were not studying at the time they started the home study course. This would seem to indicate that home study could attract quite a few people that other forms of continuing education had not managed to involve.

HOW ARE THEY EMPLOYED?

Turning attention to the type of libraries in which the participants are employed, they tend:

--to be fairly evenly divided between public, special, and academic libraries. Figure D-8 shows that 26 per cent of the participants are employed in public libraries, as compared to 23 per cent of the total library population.[1] Twenty-five per cent are special librarians (if one broadly includes the information center librarians in this category) as compared to 15 per cent in the total population. Twenty-two per cent are academic librarians as compared to 17 per cent in the total library population; 18 per cent are employed in state library agencies. The greatest discrepancy between the percentage in the total population and percentage in the sample was in the school library/media personnel. Only one school/media librarian volunteered to take the home study course, while 45 per cent of the total library population are in this category.

--to be directors or managers. Thirty-four per cent are in managerial positions; 19 per cent in technical services; 12 per cent are reference librarians; 12 per cent are public service librarians; 9 per cent are consultants;1 6 per cent are paraprofessionals. See Figure D-8. Probably the subject matter of the course--motivation in the library environment--accounts for high percentage of top administrators who volunteered for the pre-test. However, it has been found in some other studies that top administrators prefer to study independently and not in a classroom mode.

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[1] Cooper, op. cit., p. 327.

Position of Participant in Home Study Pre-Test / Type of Library/ Media/ Information Center	State Library	Public Library	High School Library	Information Center	Special Library	College Library	University Library	Library Association	TOTAL
Director		3		9	2	1	2		17
Upper Level Management		1			2		1		4
Middle Level Management		1							1
Public Services Librarian	1	3			1	2	1		8
Reference Librarian	1	2			1		4		8
Technical Services Librarian	5	5				1	2		13
Information Specialist		1							1
Media Specialist/ Educational Technologist	1		1						2
Continuing Education Consultant	3			1			1	1	6
Research Assistant							1		1
Paraprofessional	1	1					2		4
TOTAL	12	17	1	10	6	4	14	1	65

FIGURE D-8

Matrix Showing Distribution of Pre-Test Home Study Group by Type of Institution and Position Held, 1977: N=65

--to supervise directly one to five persons. Thirty-one per cent (20 persons) of the participants supervise from 1 to 5 persons; 17 per cent (11 persons) supervise 6 to 10 individuals; 11 per cent (7 persons) supervise 11 to 20 individuals; and 8 per cent (5) supervise over 20 persons. However, 34 per cent (22 participants) did not respond to this question. See Figure D-9.

--to be employed in libraries employing 101 to 200 persons. Forty per cent (26 participants) work in organizations employing 101 to 200 persons. Twenty per cent (13) are in libraries employing 26 to 100 persons; 6 per cent (4) are in organizations employing 201 to 500 persons. At the two extremes, 18 per cent (12 participants) work in organizations with 25 persons or under and 14 per cent (9 participants) work in organizations with over 500 employees. Only one participant did not respond to this question. See Figure D-10.

--to have told their supervisor of their involvement in enrolling for the home study course. Seventy-five per cent (49 participants told their immediate supervisors that they were taking the home study course. Eighteen per cent (12) had not told their supervisors. The remainder (4 persons) either did not answer the question or did not know if their supervisor had knowledge of their involvement in the home study course or not. See Figure D-11.

WHAT IS THEIR FUTURE INTEREST IN HOME STUDY?

The participants were asked about their future interest in taking courses in the home study mode of learning. From their replies it can be said that they tend:

--to be interested in taking other courses in the home study mode. Overall, 91 per cent (59 participants) indicated that they were interested in taking other home study courses if they were available. The large majority, 82 per cent (53 persons) indicated they were interested now; 9 per cent (6 persons) said they were interested, but would have some difficulties to overcome, as indicated in Figure D-12. Two others indicated they could not take anything for at least 3 years. Four did not answer or said they did not know.

FIGURE D-9

NUMBER OF PERSONS SUPERVISED BY PARTICIPANTS IN HOME STUDY COURSE, 1977 (N=65)

Number of people supervised	Number of Participants	Per Cent
1--5 persons	20	31.
6--10 persons	11	17.
11 -- 15 persons	4	6.
16 -- 20 persons	3	5.
Over 20 persons	3	5.
Over 30 persons	2	3.
No response to question	22	34.

FIGURE D-10

NUMBER OF PEOPLE EMPLOYED IN PARTICIPANT'S INSTITUTION, 1977 (N=65)

Number of People Employed	Number of Participants	Per Cent
25 persons or under	12	18.
26--100 persons	13	20.
101--200 persons	26	40.
201--300 persons	2	3.
301--500 persons	2	3.
Over 500 persons	9	14.
No response to question	1	2.
TOTAL	65	100.

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FIGURE D-11

KNOWLEDGE OF PARTICIPANT'S INVOLVEMENT IN HOME STUDY COURSE BY IMMEDIATE SUPERVISOR, 1977 (N=65)

Degree of Knowledge by Supervisor	Number of Participants	Per Cent
Supervisor has knowledge of participant's involvement in home study course	49	75.
Supervisor does not have knowledge of participant's involvement in home study course	12	18.
Participant does not know if supervisor has knowledge of participant's involvement in home study course	3	5.
No response to the question	1	2.
TOTAL	65	100.

FIGURE D-12
INTEREST OF PARTICIPANTS IN OTHER HOME STUDY COURSES, 1977 (N=65).

Degree of Interest	Number of People	Per Cent
Yes, I would like to engage in other home study courses, if they were available	53	82.
Possibly, but I would have difficulties to overcome	6	9.
No, I'm not now interested in taking anything further by home study for at least 3 years	2	3.
Don't know	1	2.
No response to question	3	5.

FIGURE D-13
AMOUNT OF MONEY PARTICIPANTS WILLING TO PAY FOR HOME STUDY COURSES, 1977 (N=65)

Amount of Money Per Course	Number of People	Per Cent
Under $100	14	22.
$100 -- $199	19	29.
$200 -- $299	7	11.
$300 -- $600	3	5.
No amount specified	22	34.

--to be willing to pay be willing to pay between $100 and $200 for a course that would fill a definite need for them. Twenty-nine per cent (19 participants) indicated they would be willing to pay between $100 and $200 for a home study course. Twenty-two per cent (14 persons) listed a figure under $100. Eleven per cent (7 participants) said they would pay between $200 and $299. Five per cent (3 persons) indicated they would be willing to spend between $300 and $600 for a course. However, 34 per cent (22 participants) did not indicate what they would be willing to pay. See Figure D-13).

--to want academic credit and/or Continuing Education Units[1] (CEU's) for enrolling in home study courses.

Ninety-one per cent (59 participants) wanted some kind of a a record indicating that they have taken a home study course. Only 5 per cent (3 persons) said they were not interested in credit and 18 per cent (12 participants) were undecided if they wanted credit or not.

Specifically 63 per cent (41 persons) indicated they wanted either academic credit or CEU's or both. The various break-downs of their preferences are displayed in Figure D-14. Forty per cent (26) wanted academic credit either alone or in combination with CEU's or a statement of satisfactory completion of the course. Thirty-two per cent (21) wanted CEU's either alone or in combination with academic credit or a statement of satisfactory completion.

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[1] CEU==Continuing Education Unit. A CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

FIGURE D- 14

INTEREST OF PARTICIPANTS IN CREDIT FOR PARTICIPATION IN HOME STUDY COURSES, 1977 (N=65)

Type of Interest in Credit	Number of People	Per Cent
No, not interested in credit	3	5.
Want CEU[1]	12	18.
Want CEU and academic credit	6	9.
Want CEU and statement of completion	3	5.
Want academic credit	19	29.
Want academic credit and statement of completion	1	2.
Want statement of satisfactory completion	6	9.
Don't know if I want credit or not	12	18.
No response to the question	3	5.
TOTAL	65	100.

[1] CEU==Continuing Education Unit

MOTIVATION FOR LEARNING

WHY WERE THEY INTERESTED IN HOME STUDY AS A WAY OF LEARNING?

Figure D-15 shows why the participants preferred home study in order of frequency. Two thirds saw home study as a way to reach their career objectives. But a more telling and distinctive reason for home study is the item ranked second, "Want to study at my own pace." Sixty per cent of the participants listed this as a reason for home study. The next highest response (42 per cent) was related to the individualized instruction aspect of the study: "Like to study on my own, but want some reaction to my work as provided in home study program."

The next two highest rankings have to do with accessibility: courses close by which do not meet needs, or lack of academic institutions offering courses (30 per cent each).

Convenience is the next factor which is covered by such reasons as lack of energy to go to class, unwillingness to travel at night, lack of convenient scheduling in available institutions, home responsibilities which make it impossible to go out to classes. Nineteen per cent indicated that they wanted to learn now, and did not want to wait "for a course to be offered someplace or sometime in the future."

Cost did not seem to be as much of a concern as one might suspect. Only 14 per cent mentioned cost as a factor for choosing home study. Interestingly enough this was also a finding in Hamilton's survey of the non-traditional learner in Iowa.[1]

PERSONALIZED CRITERIA THAT MUST BE MET

In summary, from the point of view of the pilot group, the major advantages of home study were self-paced instruction; flexible scheduling which enables the participant to decide their own study schedule and work at a time and place convenient to them; and individualized instruction whereby each student is a class of one and receives the complete attention of the instructor.

These findings have significance from two points of view.

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[1] Hamilton, op. cit., p. 59.

FIGURE D-15

FREQUENCY DISTRIBUTION OF REASONS WHY HOME STUDY PRE-TEST GROUP IS INTERESTED IN HOME STUDY AS A WAY OF LEARNING 1977 (N=65)

Number of Respondents	Reasons for Interest in Home Study as a Way of Learning
43	See home study as a way to help me reach my career objectives
37	Want to study at my own pace
27	Like to study on my own, but want some reaction to my work as provided in home study program
19	No academic institutions close to me where I can get needed courses
19	Courses available to me at neighboring institutions do not meet my needs
14	Do not have enough energy to attend classes after working all day
13	Do not want to travel to courses
12	Do not want to go out at night to classes
12	Need to learn now, can't wait for a course to be offered someplace or some time in the future
11	Courses I need at institutions are not scheduled when I can attend
9	Cost of home study is within my reach
6	No library management collections near me and am counting on home study reading to help me learn
6	Home responsibilities make it impossible for me to leave to study
4	Think teachers in formal programs would not understand my learning needs and problems
4	The red tape involved in enrolling in formal courses is more than I wish to cope with
3	Have the feeling I am too advanced in my career to go back to school
2	Child care problems make home study the only way for me to study
1	Like the idea of "group oriented" home study
1	Want to promote a way for working full time librarians to better themselves
1	Believe home study is right to the point; University classes with interaction of students can be beneficial, but often time is wasted
1	Need flexibility of study and preparation time; obligations fluctuate. Interested in techniques of continuing education as well as content

First, unless a plan is developed that will meet the personalized criteria of practitioners, it is very unlikely that a large number of people will participate in continuing education activities.

These personalized criteria emphasized by the participants in the pre-test of the prototype home study course were:

- Content that would enable them to reach their career objectives.
- Accessibility which makes it possible for individuals to study whether they live near an institution providing continuing education offerings or not.
- Convenience which means that the opportunity for learning should be available at a time, place, and pace convenient for each practitioner.

Although not specifically mentioned, but implied as one studies the full list of reasons for preferring home study, as presented in Figure D-15, is the further desire of individuals to have freedom of choice. The individual should have the right to choose from a wide array of offerings in the home study mode of learning. Further evidence is the fact that 91 per cent of the pre-test group said they would be interested in taking other home study courses--if they were available.

This need for freedom of choice was also demonstrated during the time splan of the Project as indicated by the fact that from the news releases distributed about the program, over 400 inquiries were received asking how it would be possible to take this course and asking what other courses were available. There were also many phone calls in which the caller would say something like the special librarian did from Florida: "I want to study, to keep up, but there is no place near me that I can go. How can I sign up for this 'Motivation' course and others? I need help."

Secondly, these reasons for learning as indicated by the pre-test group are important because they give a clue to the providers of home study courses as to things to emphasize in marketing their products. Experience has shown that it is important to bring these personalized criteria to the attention of the potential student if he or she is to be motivated to enroll in home study programs.

SUMMARY

Looking at the group of learners who volunteered to pre-test the home study course, "Motivation: Vital Force in the Organization," it can be said that they tend:

- --to be female.
- --to live in medium sized cities (50,000 to 2 million).
- --to be in the middle age bracket (35-49).
- --to have a Master's degree in library science.
- --to have had course work in management before.
- --to have participated in continuing education institutes, workshops, or seminars in field of management.
- --not to be enrolled in any courses at the time of the pre-test.
- --to be fairly evenly divided between public, special (if information centers are included in this category), and academic libraries.
- --to be directors or managers of libraries.
- --to supervise one to five persons.
- --to be employed in organizations employing 100 to 200 persons.
- --to have told their immediate supervisor that they had enrolled for the home study course.
- --to be interested in taking other courses in the home study mode.
- --to be willing to pay between $100 and $200 for a home study course.
- --to want academic credit and/or CEU's for taking home study courses.

The participants in the pre-test are chiefly interested in home study as a way of learning because it meets their personalized criteria for learning:

- --Content related to their career objectives.
- --Accessibility--ability to study whether they are near an academic institution or not, and whether the institution near to them offers what they need or not.
- --Convenience--ability to study at time, place, and pace convenient for them and their life style.
- --Evaluation--desire to study on their own, but wanting some reaction to the progress they are making.

CONCLUSION

Based on the reaction from those sixty-five participants in the home study pre-test and on the interest expressed by the large number (over 400) of practitioners who wrote spontaneously to the Project Staff to see how they might take this or other home study courses, it would seem justified to conclude that there is a substanial demand for home study courses for library/information/media personnel.

Specifically, 91 per cent of the participants in the pre-test group said that they would like to enroll for other home study courses if they were available. It is also significant to note that 75 per cent of those who pre-tested the course were not at that time engaged in any kind of continuing education activity. These statistics would seem to indicate that the home study mode of learning would attract a large number of people who are not now participating in any type of continuing education programs.

The characteristics of the learners in this pre-test home study project provide some clues to the type of persons that would be interested in other courses. It also gives some idea of the type of marketing emphases that would be needed to enroll students in courses that may be developed.

However, in presenting this summary of characteristics and in making these conclusions, it needs to be emphasized again that, although 65 people is an ample sample to test the quality of a course, it is not an adequate number to reach wide-sweeping conclusions about the total market that is available for home study. However, the Project Staff believes it does give some clues as to possible characteristics of future clients for home study and it is in this light that they have been presented.

As a final word in this Appendix, the Project Staff would like to reiterate the conclusion presented in Chapter 2, and re-emphasized in Chapter 3, that there should be a home study course on how to teach by the home study method. As the demand for non-traditional modes of continuing education increase, not only will the demand for home study courses increase, but the number of persons attempting to satisfy that demand for courses will increase.

The issue of concern is that providers of home study materials will meet criteria for quality in their products. It is too much to expect that every would-be provider of home study courses would engage in the amount of study and research that it took to produce the one prototype course presented as a result of this project.

What is needed immediately is a quality home study course on how to teach by the home study method that is easily available to all who wish to offer nontraditional students this way of learning.

What is needed on a long-term basis is a research center in the United States which would study the problems pertinent to home study instruction and to the development of a theory of independent learning relative to distance studies of all types, including home study.